REPORT RESUMES

ED 011 831 RE 000 146

A POSITION PAPER ON THE TEACHING OF READING, DEVELOPMENTAL AND CORRECTIVE.

BY- HODDER, VELMA AND OTHERS
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN

PUB DATE DEC 65
EDRS PRICE MF-$0.18 HC-$4.48 112P.

DESCRIPTORS- *DEVELOPMENTAL READING, *REMEDIAL READING, *READING PROGRAMS, *ELEMENTARY GRADES, *SECONDARY SCHOOLS, TEACHING GUIDES, READING MATERIALS, READING TESTS, READING INSTRUCTION, STUDENT EVALUATION, STAFF ROLE, CURRICULUM GUIDES, READING READINESS, READING DIFFICULTY, CORRECTIVE READING, LINCOLN

THE BASIC DEVELOPMENTAL READING PROGRAM IS REVIEWED AS A FOUNDATION FOR SOUND REMEDIAL OR CORRECTIVE PROGRAMS IN A GUIDE FOR THE IMPROVEMENT OF ELEMENTARY AND SECONDARY READING IN NEBRASKA SCHOOLS. THE PRESENTATION IS DEVELOPED AROUND FOUR TOPICS--(1) DEVELOPMENTAL READING (CHILDREN'S GROWTH CHARACTERISTICS AND NEEDS, INSTRUCTIONAL READING LEVEL, READINESS, THE ROLE OF THE KINDERGARTEN, GROUPING, TEACHING A BASIC READING SELECTION, SUGGESTIONS FOR PROGRAM IMPROVEMENT, AND CONTINUOUS EVALUATION), (2) THE EDUCATIONAL, PHYSICAL, EMOTIONAL, LINGUISTIC, AND OTHER CAUSES OF READING DISABILITIES, (3) THE ESTABLISHMENT OF A CORRECTIVE READING PROGRAM (SELECTION OF PERSONNEL AND STUDENTS FOR SPECIAL CLASSES DIAGNOSTIC MATERIALS AND PROCEDURES, ORGANIZATION OF PROGRAM, SELECTION OF MATERIALS, METHODS, ARRANGEMENT OF READING CENTER, EVALUATION OF READING PROGRESS, AND ROLES OF TEACHERS, ADMINISTRATORS, SPECIAL READING TEACHERS, PUPILS, AND PARENTS), AND (4) THE CHALLENGE OF A GOOD READING PROGRAM. INCLUDED IN THE APPENDIXES ARE A PARTIAL LISTING OF BOOKS, WORKBOOKS, GAMES, MAGAZINES, KITS, AND AUDIOVISUAL MATERIALS AND EQUIPMENT FOR RETARDED READERS, AN EXAMPLE OF SKILLS TAUGHT IN A SECOND READER (SECOND LEVEL), AND A BIBLIOGRAPHY OF SELECTED REFERENCES FOR A PROFESSIONAL READING SHELF. (LS)

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A POSITION PAPER

ON

THE TEACHING OF READING

(Developmental and Corrective)

Department of Education
State Capitol
Lincoln, Nebraska 68509
December 1965

Nebraska State Department
of
Education

Floyd A. Miller
Commissioner

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A Position Paper

on

THE TEACHING OF READING
(Developmental and Corrective)

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Prepared by

Mrs. Velma Hodder

With the Assistance of:

Hugh Harlan, Junior High & Elementary Consultant

Loren Brakenhoff, Elementary Consultant

Royal Henline, Chief of Curriculum Development

George Rotter, Editor of Publications

Jack Krueger, Director of Federal Titles

Reviewed by

O. W. Kopp, Chairman Elementary Education, and Sue Arbuthnot,
Associate Professor of Elementary Education,
University of Nebraska

****

Issued by

The Division of Instructional Services

LeRoy Ortgiesen
Assistant Commissioner

****

This publication is made possible by a grant of money from the Federal Government through Title One of the Elementary Secondary Education Act of 1965 to the Nebraska State Department of Education.

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State Capitol, Lincoln, Nebraska December 1965

FOREWORD

When Nebraska school administrators began working on Title One proposals this fall, it soon became quite apparent that a high percentage of the projects would involve remedial reading.

Work was begun immediately on a rather general statement defining remedial reading in the hope that it would be helpful to schools. The longer we pursued the topic, the more apparent it became that a general review of the basic, developmental reading program was needed as some sort of foundation upon which to build a remedial or corrective program.

Therefore, the preparation of the position paper on The Teaching of Reading has taken longer than we had anticipated. We hope it will make a contribution to reading--both developmental and remedial--in your school.

As a matter of fact, many of us feel that the long-range benefits of Title One will ultimately be in developmental reading rather than in remedial programs, for which the program was actually conceived.

I strongly feel that the Department was most fortunate to secure the valuable services of Mrs. Velma Hodder, who for years was coordinator of elementary education in the Lincoln Public Schools, to give the leadership to the development of this paper.

Floyd A. Miller

EVERY CHILD IN SCHOOL CAN MAKE PROGRESS IN READING

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EVERY CHILD IN SCHOOL CAN MAKE PROGRESS IN READING

Current research shows that every child can make progress in reading when suitable instruction is provided. With this in mind it is assumed that every child enrolled in Nebraska schools can make progress in reading (1) if appropriate and attainable goals are established, (2) if there is proper motivation, and (3) if the methods are educationally sound.

Because the reading process is a very complex one involving a great many factors, it is of the utmost importance that a well-defined developmental reading program based upon principles that are educationally sound receive first consideration.

I

THE DEVELOPMENTAL READING PROGRAM

The developmental or basic reading program is constructed to provide for a smooth easy transition between levels, and continuous, sequential development all along the way in skills, vocabulary, and concepts. The skills, vocabulary, and concepts are introduced, extended, and /or maintained at each succeeding level.

Following are some guidelines for the basic or developmental reading program:

A. Consider the growth characteristics and basic needs of children and their implications for the teaching of reading.

It is essential that the teacher consider the general characteristics and the basic needs of children as well as any individual traits. While most children follow a similar pattern of physical, mental, and social-emotional growth, teachers should keep in mind that there are many deviations from this general pattern and that no two children will develop in the same way or at the same rate.

The teacher should do everything possible to meet the basic emotional needs of her pupils. Each child has a need for security, a need to achieve, and a need to belong.

Every child should feel "at home" and secure without anxieties and fears that may hinder his attempts to succeed. He will feel secure if the teacher expects from him only what he can do at his particular stage of development. Learning opportunities should be provided which are within his experiences. When this is done, what the child is learning becomes an extension of the familiar world he already knows.

A sense of successful achievement and accomplishment is essential to a feeling of security and to good mental health. Opportunities should be provided for each child to succeed in every reading experience. Well-rounded programs can be planned so every child can experience some degree of success. Less emphasis should be put on competitive activities and more stress on cooperative ones. Children should not be subjected to comparison with their classmates.

Every classroom, should abound with friendliness. Such an atmosphere gives children strength, warmth, and energy. It helps immunize them against fears, worries, and uncertainties. Children need people who believe in them and who are genuinely interested in them as individuals. They need to belong.

There are implications for teaching reading in meeting children's basic needs. Every child must be taught reading at his instructional level. If he has special reading needs, they should be met.

B. Each pupil needs to read at his instructional level and at his learning rate.

One of the most significant problems facing anyone concerned with teaching children to read is the problem of meeting individual needs. Because mental abilities, emotional makeup, and general background vary, all pupils of any age level will not need the same kind of help. An abler pupil may need the challenge of special assignments, another pupil may require a slower pace and more opportunities for practice, while still another pupil may need special teaching techniques and special reading materials. In order to avoid frustration in reading, it is important that each pupil read at his individual instructional reading level and at his individual learning rate while developing his basic reading abilities.

1. Criteria for determining the instructional level.

   According to Betts[1] the instructional level is the teaching level at which learning takes place. The material should be challenging but not frustrating. There should be:

   - 75 percent comprehension
   - 95 percent pronunciation
   - Freedom from tensions
   - Proper phrasing
   - Conversational tone
   - No finger pointing, vocalization, or head movements

   The criteria for the other three levels as developed by Betts[2] are: (1) the independent level--the level at which free, supplementary, or independent reading can be done and which requires 90 percent comprehension and 99 percent pronunciation; (2) the frustration level--the level which is to be avoided and which is evident when there is less than 50 percent comprehension and less than 90 percent pronunciation, and when there are tensions, withdrawal from reading, word-by-word reading, lip movement, substitutions, insertions, omissions, repetitions, reversals, and inability to anticipate meaning; (3) the listening level--the highest level of readability of material which the learner can comprehend when the material is read to him.

2. How to determine a pupil's instructional level.

   a. Refer to the **results** of the reading series' mastery test for level completed and the pupil's cumulative reading record. If the rating on the mastery test for the basal series is "low average" or above and there are less than three out of ten subtest scores which fall below the 25th percentile, it would appear that the pupil can safely proceed to the next basal level. However, the teacher will need to give special help in the areas in which the pupil fell below the 25th percentile.

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[1] Betts, Emmett A., Foundation of Reading Instruction, American Book Co., 1954, p. 448.

[2] Ibid., p. 448.

On the other hand, if a pupil's rating on a basic reading test is"low" with three out of ten subtest scores which fall below the 25th percentile or "very low," it would appear that he could not cope with the next basic level. In this case the pupil will need to use transitional material.at the same level or even easier material. Following the use of the transitional material, the pupil will need to be re-tested to determine whether or not he is ready to proceed.

b. Consider grade-placement score and responses on a reading survey test. Since a survey test such as the California Reading Achievement Test reveals a pupil's capacity level in reading, authorities have generally suggested that at least six months should be subtracted from the reading grade-placement score to get an estimate of the pupil's instructional reading level.

c. Listen to a pupil read from the basic reader. Have the pupil read selections from the easy and more difficult parts of one or more texts. The pupil should be able to pronounce 95 percent of the words. In addition, penciled notations made by the teacher as the pupil reads will point out the pupil's errors, such as mispronounced words, inadequacies in word analysis, repetitions, insertions, omissions, short eye-voice span, inadequate phrasing, and disregard for punctuation and pointing. The above procedures could also be referred to as means of determining readiness for the next level of reading.

C. The importance of readiness at each level of development cannot be overemphasized.

Learning to read is a continuous process during which one reading experience provides readiness for the acquisition of further reading skills; thus reading readiness should be the concern of all teachers at all levels.

Russell[1] states, "There are at least two reasons why readiness is an intrinsic part of the reading program in all grades. First, pupils differ even more widely in the higher grades than they do in the first grade. . . . The slow-learning child not only continues to learn more slowly, but his gains in achievement begin to taper off earlier. The bright child ordinarily learns more and continues such gains longer."

"Second, the reading task becomes increasingly complex as the child . . . moves through the different levels of the school program. . . . The school curriculum is such that there are new demands at succeeding levels. . . . and so a reading-readiness program stressing ways of attacking new materials is required."[2]

According to Russell[3] a teacher of any grade may diagnose and develop readiness in the following ways:

1. The teacher should make sure that basic reading skills presented earlier have been mastered.

2. The teacher can stimulate interest through introductory assignments, discussions, and audio-visual materials.

3. The teacher must be careful to build a background of concepts or ideas that are related to, or occur in the reading materials.

4. The teacher can provide a mental set for the material to be read for there must be a matching of moods and purposes if pupils are to appreciate what they read.

5. The teacher must make the pupil aware of the method he should use on reading a selection. He needs to suit the style of reading to the purpose.

D. What is the place of the kindergarten in the reading program?

The total kindergarten program, if well planned, will meet the developmental needs of each child in the class. These needs vary in many ways.

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[1] Russell, David H., Children Learn to Read, Ginn & Co., 1961, pp. 194-196.

[2] Ibid., p. 196.

[3] Ibid., pp. 197-198.

1. The well-planned kindergarten program develops readiness for reading.

   To meet the needs of children with varying backgrounds and capacities, the kindergarten program includes experiences and activities that encourage the desire to read and establish the foundation on which the first formal reading instruction will be based in the first grade or later.

   The kindergarten program provides:

   - Many meaningful and first-hand experiences. These experiences provide a common basis for discussion.

   - Many opportunities for a child to use oral language naturally. The more words he uses in his conversation, the more those words will have meaning for him when later he sees them on the printed page.

   - Many picture books for children to explore. A strong literature program with free time for children to get acquainted with books and a definite time each day for the teacher to read stories and poems is a part of a good kindergarten program. A storytelling period, too, is of prime importance.

   - Opportunities to see language being written. The teacher acting as a secretary records children's dictation. This activity does much to strengthen visual discrimination and left-to-right orientation.

   - Many opportunities to develop auditory discrimination through the music program, finger plays, and rhymes.

   - Many opportunities to listen and to take turns.

Among other references teachers will find the following to be particularly helpful in providing specific activity suggestions for developing the various skills, habits, and attitudes which form a basis for the more complex reading skills to be learned later on:

Koehring, Dorothy, Getting Ready to Read, an Educational Service Publication, Extension Service, State College of Iowa, 1964.

Monroe, Marion and Rogers, Bernice, Foundations for Reading: Informal Pre-Reading Procedures, Scott, Foresman and Co., 1964.

2. What about formal instruction in reading?

It is recommended that no formal instruction in reading be given to most children in kindergarten since the vast weight of research evidence vigorously and convincingly opposes forcing formal reading instruction upon children of kindergarten age.

Requiring children to focus on printed symbols and perceive symbols correctly before the children are physically, intellectually, emotionally, and socially reading for reading instruction involves an unwarranted and grave risk of encouraging destructive feelings of fear, inadequacy, and frustration. Such feelings are the antithesis of those which the modern kindergarten hopes to foster. So the important question according to reading authorities, is not "Can children be taught to read at an early age?" but rather "Should they?"

3. Reading-readiness workbooks in the kindergarten?

Reading-readiness workbooks are not recommended for use in the kindergarten. Actual informal experiences and large chart work developing visual and auditory discrimination are considered to be of greater value. Kindergarten teachers will find many helpful suggestions for developing readiness in the references named above as well as in the teachers' edition of the reading-readiness book of the reading series currently being used in the school.

However, if facilities (room, equipment, and supplies) are extremely limited and it seems necessary to use a readiness workbook, teachers are urged to use the initial workbook in the series during the last half of the second semester. A readiness book used under such circumstances might serve as a test of some phases of readiness rather than as a means of developing readiness.

4. How can readiness for reading be determined for the exceptionally mature kindergarten child?

A teacher may discover readiness or lack of it in her pupils by three main methods: (1) the use of a general ability or intelligence test; (2) the use of a reading-readiness test; (3) directed observation of pupils' behavior.

Intelligence Tests. Since general intelligence is one of the important factors in readiness for reading, it is obvious that intelligence tests are useful for appraising certain phases of readiness to read.

Most authorities agree that a mental ability of approximately 6.5 is needed if a child is to achieve success in reading. But in the case of the kindergarten child it would be well to consider 7.0 or above as the basis.

Schools may use group intelligence tests such as:

The Pintner-Cunningham Primary Test K-2; Harcourt, Brace, & World.

Davis-Eells Games; Harcourt, Brace, & World.

The Detroit Beginning First Grade Intelligence Test; Harcourt, Brace, & World.

The California Test of Mental Maturity; California Test Bureau.

Otis Self-Administering Tests of Mental Ability; Harcourt, Brace, & World; Grades 1-4.

Kuhlmann-Anderson Intelligence Test; Grade 1; Educational Test.

Lorge-Thorndike Intelligence Tests K-1; Houghton Mifflin Co.

SRA Primary Mental Abilities; Science Research Associates.

Individual tests administered by a school psychologist may be used in place of the group tests. These would include:

Revised Stanford-Benet Scale; Houghton Mifflin Co.

Wechsler Intelligence Scale for Children; Psychological Corporation.

Readiness Tests. Readiness tests attempt to measure the particular phases of mental functioning that are most closely related to success in reading. They may be used as an instrument of specific diagnosis for individual strengths and weaknesses, as well as for a prediction of early progress in reading.

Such readiness tests as follow are valuable in helping to determine the degree of readiness:

Classification Test for Beginners in Reading; Stone & Grover; Webster Publishing Co.

Gates Reading Readiness Tests; A. I. Gates; Bureau of Publication, Teachers College, Columbia University.

Harrison Stroud Reading Readiness; Houghton Mifflin Co.

Lee-Clark Reading Readiness, rev. ed.; J. M. Lee and W. W. Clark, California Test Bureau.

Metropolitan Reading Test; G. H. Hildreth and N. L. Griffiths; Harcourt, Brace, and World Book Co.

Monroe Reading Aptitude Tests, primary form; M. Monroe; Houghton Mifflin.

Murphy-Durrell Diagnostic Reading Readiness; H. Murphy and D. D. Durrell; Harcourt, Brace, World Book Co.

Van Wagenen Readiness Tests (Individual); M. J. Van Wagenen; Education Test Bureau.

Besides the above mentioned tests, there are a number of reading-readiness tests connected with basic reading series.

Observation of Pupil Behavior. An intelligence test and a reading-readiness test used in conjunction with teacher observation of behavior should provide a sound basis for determining readiness. A summary of factors related to readiness which may be made into an individual chart or inventory should include various categories of a child's physical, social, emotional, and psychological readiness.

Samples of such charts for determining readiness may be found in:

Children Learn to Read by David H. Russell, Ginn & Co., 1961, pp. 177-179.

Teaching the Child to Read by Guy L. Bond and Eva Wagner, Third Edition, Macmillan, 1960.

Reading Readiness, rev. ed., by Lucille Harrison, Houghton Mifflin, 1939.

How to Increase Reading Ability by Albert J. Harris, Longman's Green & Co., 1956, p. 48.

Toward Better Reading by George D. Spache, Garrard Publishing Co., 1962, p. 15.

Reading Instruction for Today's Children by Nila Banton Smith, Prentice Hall Inc., 1963, pp. 461-465.

If the results on the above three evaluative devices indicate that the child is exceptionally mature, then and only then should he be launched on a formal reading program.

An exceptionally mature kindergartener is considered to be one who has many of the following characteristics: (1) is alert beyond his years, (2) has keen powers of observation, (3) has a high degree of curiosity, (4) is highly imaginative, (5) meets new experiences intelligently, (6) has a keen sense of humor, (7) has a longer attention span, (8) fulfills responsibilities which he accepts, (9) has varied interests, and (10) is able to read.

Terman[1] reported in 1925 that in his study of gifted children he found twenty-five in one thousand of these children who could read before they were five.

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[1] Terman, Lewis M., Genetic Studies of Genius, Stanford University Press, Vol. I, 1925, pp. 271-272.

He[1] further reported that of the 2½ percent that read before they were five, most of them received only incidental assistance. The more recent studies of Almy[2] and Durkin[3] show that there may be about one in fifty children who read before entering kindergarten.

The above studies should alert the teacher to the possibility that an occasional child in her kindergarten may already be able to read.

In the case of a kindergarten child who is already reading when he enters school, the teacher will need to determine (1) if the child learned to read of his own accord, or (2) if he was given systematic instruction at the initiative of an adult.

If the child has taught himself to read, it is fairly certain that he has attained maturity for beginning reading. In this case the teacher should seek further to develop his reading skills by:

- Encouraging him to read library books.
- Suggesting that he select a story to be read to the group and occasionally having him read the story to the group or retell stories he has read.
- Making it possible for him to use the flannel board, stick puppets, and other similar media to report on stories he has read.
- Giving him individual help in moving to the next level of sequential growth whether that help be guidance in reading for content, in attacking new words, or help in the regular developmental reading program.
- Stimulating him toward creative, independent work in the areas of science, art, music, social studies, and language arts.

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[1] Terman, op. cit., Vol. II, 1926, pp. 247-255.

[2] Almy, Millie Corrine, Children's Experiences Prior to First Grade and Success in Beginning Reading, Doctoral Dissertation, Teachers College, Columbia University, 1949.

[3] Durkin, Dolores, "Children Who Read Before Grade One," The Reading Teacher, Vol. 14, Jan. 1961, pp. 163-166.

If the child was given systematic instruction at the initiative of an adult, then the teacher will need to determine his readiness by using the three methods described at the beginning of this topic.

If the evaluation of the child's total development indicates that he is exceptionally mature, then the teacher should provide such opportunities as listed above, which includes basic reading instruction.

If his overall development does not indicate exceptional maturity, he should not be subjected to further formal instruction. However, he may wish to participate in some of the reading activities suggested above.

In rare instances a child may be so advanced physically, socially, emotionally, and mentally, as well as in his ability to read, that it may be wise to place him in the first grade.

In articles and books written by recognized educators, three different approaches are recommended for the exceptionally mature kindergarteners:

a. Educators who state that a child should start formal reading when he is ready, even if he is in kindergarten, include: Gray[1], Durrell[2], Fuller[3], Havighurst[3], Durkin[4], Torrance[5], McKee[6], and Russell[1]. Their view is quite well expressed by Fuller in Values in Early Childhood Education, p. 7:

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[1] Gray, William, S. "What Lies Ahead in Reading," Teaching Trends (pamphlet), Scott, Foresman & Co., 1961.

[2] Durrell, Donald, et al., Development in and Through Reading, Sixtieth Yearbook, National Society for the Study of Education, 1961, pp. 263-264.

[3] Fuller, Elizabeth M., Values of Early Childhood Education, Department of Kindergarten-Primary Education, N.E.A., 1960, p. 7.

[4] Durkin, Dolores, "Some Unanswered Questions About Five-Year-Olds and Reading," Changing Concept of Reading Instruction, Vol. 6, 1961, International Reading Association Conference Proceedings, p. 168.

[5] Torrance, E. Paul, "Flying Monkeys and Silent Lions," Exceptional Children, November, 1961, pp. 121-122.

[6] McKee, Paul, The Teaching of Reading in the Elementary School, Houghton Mifflin, 1948, p. 189.

> "Evidence has accumulated to show that there is continuity to the growth process (Olson) (Lane) (Gans), that human beings reach certain readiness stages, certain teachable moments (Havighurst), according to their own individual growth patterns. . ."
>
> "The key problem then, in all education at all ages, is to be there, ready to spring into action whenever one of the teachable moments occurs--no matter when or where--and to match a good teacher with a ready learner in an educational atmosphere."

b. Educators who recommend an active experiential kind of learning rather than formal instruction include: Heffernan[2], Wills[3], Stegeman[3], Lindberg[4], Almy[5], and Hymes[6]. Their view is expressed by Hymes[6], who states to parents: "Some adults want to tame our five-year-olds before their time. This state of nervous agitation to get our five-year-olds off and reading (when they should be off and running) can spoil our kindergartens and hurt our children. It can rob them of their fifth year of life . . . If you should miss your child's first strong nibbles, nothing terrible will happen.

---

[1] Russell, op. cit., p. 191.

[2] Heffernan, Helen, "Pressures to Start Formal Instruction Early," Don't Push Me, Association for Childhood Education International, 1960, p. 19.

[3] Wills, Clarice, and Stegeman, William, Living in the Kindergarten, Follett, 1951, p. 200.

[4] Lindberg, Lucile, and Moffitt, Mary, Those First School Years, National Elementary Principals Yearbook, Vol. 60, No. 1, Sept. 1960, p. 59 and pp. 73-74.

[5] Almy, Millie, Child Development, Holt, 1955, pp. 272-276.

[6] Hymes, James L. "Changes in Preparing Five-Year-Olds for Reading," Parents Magazine, Sept. 1961, p. 45ff.

Even if you were to miss all your child's nibbles, the chances are he would become so eager to read that he would teach himself."

c. Educators who recommend caution and careful study include Bond[1] and Harris[2]. Harris expresses their view when he states: "Conclusive evidence concerning the ideal age or stage of maturity at which to begin reading would require careful comparative studies in which large groups of children, carefully equated, were started on reading at different ages and their progress followed for several years."

G. Grouping.

While the individualized reading approach is highly desirable, it is not always practical. Because of variations in teacher proficiency, number of children in the class, backgrounds and needs of children, adequacy of materials, time factor in keeping of the comprehensive records, the plan should be weighed carefully. Until it becomes more practical, it is recommended that as a teacher works toward the goal of individualization, he provide for individual differences by (1) grouping of pupils according to reading abilities and/or needs, (2) providing reading materials of difficulty levels which will meet those needs, and (3) individualizing instruction within the group.

Since the range of reading abilities increases as pupils progress, grouping should not be considered something to be done only in the primary grades, but should be practiced in the intermediate and upper grades as well. More can be done for individual pupils if the class is divided into groups. If the reading range is wide, pupils should be grouped according to their instruction levels with temporary subgroups, dependent upon their needs. When the range of reading ability is comparatively narrow, temporary groups can be set up on the basis of special needs. Such grouping makes it possible for the teacher to work with smaller numbers of pupils at a time. The teacher can evaluate individual reading progress more effectively, and each pupil can have more opportunity to interpret and discuss the ideas that he and the other pupils of his group bring forth from their reading.

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[1] Bond, Guy L. "Differences in Reading Instruction in English-Speaking Countries," The Reading Teacher, January, 1961, p. 154.

[2] Harris, Albert J., How to Increase Reading Ability, Longman's Green & Co., 1956, p. 29.

Groups must be kept flexible regardless of the reason for grouping. If a child has been working at a given instructional level and his progress indicates that he could be moving along at a faster rate, he could begin working with the next higher level. But in order to bridge the gap, he should continue working with the first group until all intervening skills have been mastered.

And, too, if some delaying factors have appeared and a child is not meeting with sufficient success, he should be allowed to work with a slower-moving group where he can succeed.

Usually temporary groups which are concerned with specific needs are of shorter duration and may involve different children.

The teachers' editions and manuals of basal texts give valuable help in planning for various groups as well as meeting the needs of individual pupils.

Although individual rates of growth in reading do vary, provision can and should be made for different groups to progress at different rates without sacrificing either thoroughness or enrichment. All pupils need to take the same learning steps so they have no gaps or omissions in their abilities to use the basic reading skills and do not miss the pleasurable enrichment activities. However, some groups will not need to do all of the suggested activities given in the teachers' edition in order to master the learnings. Still other groups may need to have additional learning activities provided in order to master the skills being taught.

Harris reminds us that, "Grouping children for reading is not an end in itself, but a means for achieving desirable objectives of learning and adjustment."[1]

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[1] Harris, op. cit., p. 122.

F. Steps in the teaching of a basic reading selection.

Each teachers' edition or manual is planned so as to present a sound basis for a program in helping children learn to read. Most teachers and especially the inexperienced teacher will need to use their teachers' edition or manual in their day-by-day teaching of reading in order to make the plan for continuous growth effective. The basic reader selections should be taught in the order of their presentation, because the interpretation, word perception, and work-type skills are presented in a sequential order. These skills are generally termed (1) interpretation or comprehension skills, (2) word-perception or word-analysis skills, and (3) work-type or work-study skills.

Each reader level introduces many new skills besides maintaining and extending the ones previously taught. Listing all of the skills to be taught at each level would be impractical but refer to Appendix B for an example of the new skills taught at a given level.

The steps used in teaching a selection are based upon the way children learn and it is important that teachers use the plan in setting up their basal program. Usually two or more reading periods will be needed to complete all the steps. How much of a story is completed in one lesson depends upon the pupils' reading abilities, their attention span, the aim of the lesson, and the difficulty and length of the material.

G. Additional suggestions which make for a better developmental reading program.

1. Basic readers should not be housed in the pupils' desks. Since the stories are vehicles for teaching the skills, it makes it more difficult for a teacher to motivate the group if the pupils have read ahead on their own.

2. Basic readers should be kept in school. The teacher is responsible for teaching reading, not the parents. Pupils can read supplementary readers, library books, children's newspapers and magazines, and other reading material at home.

3. As a rule, following along while one pupil is reading orally should not be required. Rather,

the rest of the pupils should be the audience and evaluate the content and the ideas of the material being read.

4. Workbook exercises in most series follow the initial teaching of a new skill. Workbooks that accompany basal readers provide for practice and for testing of a skill introduced in the basal reader. It is important that the initial teaching of a new skill be done before the workbook exercises pertinent to that skill are used. Workbook results should be studied carefully by the teacher to determine whether the initial teaching was effective and/or whether additional practice is needed. The results are usually very evident if the teacher and the pupils check the workbook assignment together.

5. The mastery tests, which accompany the basic reading series, should be given upon the completion of a book. If reteaching is necessary, a retest should also be administered. This is an ideal time for the teacher to evaluate individual pupil progress for the purpose of moving a child to a different reading group if the evidence indicates that his reading level has changed significantly.

6. A Cumulative Reading Record (card) should be maintained for every child and sent to his next teacher to serve as part of the child's permanent record. On this card should be enumerated the record of the basal readers and other important reading materials that the child has used as well as the mastery test results.

   Additional pertinent information that should be kept in the Cumulative Record includes:

   - Anecdotal records
   - Interest inventory
   - Test results
   - Help from special reading teacher
   - Evaluations in subject areas and work-study habits
   - Retentions, if any
   - Attendance record
   - Physical deviations
   - Attitude and attitude changes

- Home environment--mobility, library materials, help and encouragement at home, parents comments
- Special tutoring
- Summer programs

7. Reading aloud to children should be part of the regular reading program at all levels since their listening and interest levels are above their reading level. Other than for the pleasure it gives him, being read to helps:

   - stimulate the child toward independent reading.

   - develop his powers of concentration and imagination.

   - enrich his experiences.

   - increase his store of language meanings.

   - develop his esthetic taste and appreciation.

   - stimulate thought and group discussion.

   - create and maintain an interest in learning to read. Nila Banton Smith[1] states that "Interest is the touchstone to reading achievement, reading enjoyment, and reading usefulness. It is the generator of all voluntary reading activity."

8. Reading growth at the independent level should be an important part of the reading program since permanent carry-over interest in reading has long been stated as the ultimate goal of all reading instruction. All of our efforts to develop skill proficiency are of little value if children do not use reading to enrich their present and future living. Teachers should be concerned with the task of developing permanent interest in reading and helping children to become discriminating readers.

   Personal reading:

   - Provides wholesome recreation and aesthetic satisfaction.

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[1] Smith, Nila Banton, Reading Instruction for Today's Children, Prentice Hall, Inc., 1963, p. 408.

- helps children to understand other cultures.
- often helps children solve personal problems as they learn how book characters successfully solve similar problems.
- provides functional information.
- supplements and enriches curricular areas.
- reinforces and extends the reading skills.

H. Evaluation should be continuous.

Continuous evaluation in reading is necessary in order to prevent reading difficulties. There are several ways of evaluating reading progress, the most important of which are: (1) reviewing daily work, (2) evaluating progress in all language arts subjects and content areas, (3) checking workbooks, (4) considering the responses on standardized tests, (5) surveying cumulative reading records, (6) checking for immediate recognition of the basic sight words, and (7) considering the amount and quality of the pupil's recreational reading.

If the developmental reading program is successful, each pupil will read to the full limit of his capacity. However, as has been pointed out, this does not mean that all pupils will be reading on a level equal to their grade placement since children develop and learn at different rates. Instruction, to be effective, must reflect a strong belief in this basic understanding. Adherence to this type of developmental program will lessen the need for a remedial program and every child will make progress in reading.

II
CAUSES OF READING DISABILITIES

A pupil who has a reading disability is one who is not reading as well as could be expected for one of his intelligence. For general purposes a pupil having reading difficulties is regarded as one who is achieving below both his ability and his grade level.

Common causation factors can be classified (1) educational inadequacies, (2) physical handicaps, (3) emotional maladjustment, (4) language deficiencies, and (5) other factors not primary causes. Reading disability is usually caused by a complex of several of these factors rather than by a single one.

a. Educational inadequacies

The major cause of reading disability is educational inadequacies. Bond and Tinker[1] and Kottmeyer[2] all agree that poor teaching or poor learning conditions are probably responsible for more reading disability cases than all the other causes put together. Poor teaching or poor learning conditions could be due to the fact that administrative and/or teaching personnel involved are inadequately prepared, use poor judgment, sometimes based on unsound educational methods; or fail to assume the responsibilities which include:

1. Using the records available.
2. Placing the pupil in a reading group where he can succeed.
3. Providing necessary materials.
4. Selecting basic reading materials according to the pupil's instructional level. Also, guiding him so that he selects recreational books at his independent reading level.
5. Determining a pupil's learning rate and teaching him according to that rate.
6. Capturing and holding the interests of the pupils.
7. Using methods that are educationally sound to insure mastery of the clearly specified skills and vocabulary of a certain level, which are basic for the more complex skills and the more difficult vocabulary to be mastered at succeeding levels.
8. Studying and using valuable reading aids, such as the curriculum guides in reading, the teachers'

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[1] Bond, Guy L. and Tinker, Miles A., Reading Difficulties, Their Diagnosis and Correction, Appleton-Century-Crofts, Inc., 1957, p. 113.

[2] Kottmeyer, William, Teacher's Guide for Remedial Reading, Webster Publishing Co., 1959, p. 16.

editions, and professional books on reading and child development.

9. Helping the pupils maintain, develop, or apply their reading skills and vocabulary as they read in other subject areas.

10. Recognizing the distress signals exhibited by the pupils who have reading weaknesses so the beginning difficulties are cleared and not allowed to develop into complex ones. Also, recognizing signals of boredom by the pupils who are not being challenged. In all, making the necessary adjustment in the methods and materials to insure satisfactory progress for each pupil.

11. Keeping accurate records so the succeeding teacher, the principal, or other administrative personnel can determine the reading status and needs of each pupil.

12. Effectively interpreting the reading program and each pupil's status and needs to his parents so the efforts of the school and home will combine to produce effective readers.

Durrell emphatically states that "The quality of reading instruction depends primarily upon one person: the classroom teacher. Basal readers, supplementary materials, supervisory assistance, and professional books are intended to help the teacher serve pupils better; but all of these are futile unless they are used with imagination and good judgment."[1]

B. Physical handicaps

1. Visual

While the numerous studies concerning the role of visual deficiencies as causes of reading disability are not conclusive, still "there is sufficient positive evidence to indicate that such defects as farsightedness, binocular incoordination, fusion difficulties, and aniseikonia may contribute to reading difficulties in certain cases."[2]

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[1] Durrell, Donald D., Improving Reading Instruction, World Book Co., 1956, p. V.

[2] Bond and Tinker, *op. cit.*, p. 89.

Although nearsightedness is not mentioned in the list above, severe cases of nearsightedness may produce undue fatigue of eye muscles.

Farsightedness is common among young children. About fifty percent of the beginning readers are farsighted. This condition often continues at lessening degrees until the child is eight or nine years old, when usually his eyes are fully mature. Farsightedness makes for discomfort in reading and contributes to failure in learning to read.

Teachers should be alert in observing signs of visual discomfort in the appearance or behavior of pupils. Symptoms most significant as bases for referral include facial contortion, book held close to face, tenseness during visual work, tilting head, head thrust forward, body tense while looking at distant objects as chalkboard or charts, assuming poor sitting position, moving head excessively while reading, rubbing eyes frequently, tendency to avoid close visual work, and tendency to lose the place in reading.

Teachers should make every effort to secure visual comfort for a pupil by making the necessary adjustments in the classroom and by referring the pupil to the proper school personnel or to the parent for corrective measures by an eye specialist.

2. Auditory

Hearing impairment can be considered a contributing cause of reading disability. It is very difficult for a child with poor hearing to associate proper sounds with letter and word symbols.

An alert teacher will notice signs of hearing difficulty in a child's behavior. Symptoms include inattention, requests to have statements repeated, misunderstanding of simple oral directions, ringing and buzzing in the head, tilting of the head, turning one ear toward the speaker, frowning, strained posture while attempting to listen, and speaking with a voice louder than necessary. Such symptoms which persist indicate the child should be referred to the proper school personnel or to the parent so corrective measures can be obtained from a specialist.

3. Speech

Faulty speech or articulation, which complicates phonetic analysis and word recognition, can be considered another contributing cause of reading difficulty. A child may develop confusions in reading in both mechanics and comprehension. He hears the sounds in one way and says them in another. Emotional involvement--self-consciousness and embarrassment--created by faulty speech may further complicate progress in reading.

Severe speech cases should be referred to a speech clinic and therapist. Minor speech cases with immature or slovenly speech can usually be helped by phonetic training in reading.

4. Glandular dysfunction

Thyroid deficiency produces obesity and mental sluggishness. An overactive thyroid causes overstimulation, loss of weight, fatigue, and irritability. Neither condition is conducive to effective learning. A child who appears to have glandular difficulties should be referred to a physician.

5. General Health

Learning to read is a complicated and difficult work. It requires sustained attention and concentration. The child who practices good health habits and feels well will be more able to give attention, to concentrate, and to perform in reading. Adequate sleep is an extremely important factor.

6. Physical factors appearing insignificant as causes for reading disability

Brain damage, motor incoordination, handedness--left-handedness, mixed dominance or lack of dominance--are not considered major causes of reading disabilities.

C. Emotional maladjustment

Emotional maladjustment can be due to inherent factors, to pressures in the child's environment or to failure in reading. The degree to which reading disability is a cause or an effect of emotional maladjustment is often difficult to ascertain.

The emotional maladjustment produced by failure to learn to read becomes a handicap to further learning. The reading disability and the emotional reactions interact, each making the other more intense.

D. Language deficiencies

Clear and correct concepts are basic for effective interpretation of ideas--spoken and written. Some children have deficiencies in understanding and speaking the English language. These children need a program to improve their understanding and facility in oral communication before an attempt to teach them to read is made. Otherwise they are likely to develop reading disabilities.

E. Other factors not primary causes

1. Low intelligence

Witty and Kopel[1] found that most of the pupils with reading problems were not seriously mentally retarded. They also reported that ninety percent of poor readers of both elementary and secondary school ages had I.Q.'s from 80 to 110. Kottmeyer states, ". . . it is not at all uncommon for bright pupils to develop reading disability."[2] They all concluded that most poor readers have sufficient mental ability to read satisfactorily if appropriate and attainable goals are set up, if there is proper motivation, and if the methods used are educationally sound.

2. Frequent changing of schools

Children who change schools requently have the sequential development of the reading skills disrupted, leaving gaps and omissions in the child's reading program.

This factor, if not accompanied by others, should be regarded as a temporary delaying one, providing the receiving schools adjust to pupils' needs by finding their individual instructional level and moving ahead at their individual learning rate.

3. Sex

The majority of reading disability cases seems to be made up of boys. Betts reports that "boys comprise

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[1] Witty, Paul and Kopel, David, Reading and the Educative Process, Ginn & Co., 1939, pp. 227-228.

[2] Kottmeyer, op. cit., p. 77.

> from sixty to eighty percent of the retarded-reader population." He also observed that on the whole, girls mature earlier than boys in language development. They excel boys in vocabulary and pronunciation ability. On the average, about twice as many boys have speech defects as do girls.[1]
>
> Durrell states that "girls generally have acquired abilities in visual and auditory discrimination of words better than boys despite equal intelligence of boys."[2] He assumed this was due to the fact that the girls spent more time in quiet play which required auditory and visual perception.
>
> Lazar[3] found that a larger number of boys than girls in the first two grades of New York City had symptoms of visual difficulty and were restless and inattentive. Witty[4] and Kopel[4] thought it is due to the slower physical maturation of boys.
>
> Based upon these observations, in comparison to girls, boys lack all-around maturity, particularly when they enter school. Schools should take this fact into consideration when inducting boys into the reading world.

The foregoing discussion points up the fact that a good basic developmental reading program is of primary importance and that a remedial reading program is not and cannot be the total answer to the problem. The primary responsibility for children's reading progress lies with the classroom teacher. The special or remedial reading teacher should work with the classroom teacher in overcoming specific identified reading deficiencies in children but must not assume the major responsibility of teaching reading.

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[1] Betts, op. cit., p. 137.

[2] Durrell, op. cit., p. 43.

[3] Lazar, May, The Retarded Reader in the Junior High School, Board of Education Publication #31, New York City, 1952, p. 16.

[4] Witty and Kopel, op. cit., p. 200.

III

SETTING UP A CORRECTIVE READING PROGRAM

A corrective reading program should be concerned with helping pupils who have real reading deficiencies and who can show profit from the time and effort expended. It cannot embrace problems which are not directly related to reading deficiencies.

A corrective reading program can be effective if careful attention is given to proper selection of pupils, adequate diagnosis of their disabilities, and adherence to educationally sound methods and practices in the hands of a friendly, well-qualified teacher.

A. Selection and wise use of personnel

Reading authorities such as Harris[1], Kottmeyer[2], and Spache[3], are all agreed that the success of a remedial reading program is primarily dependent upon the type of interpersonal relationship established between the pupil and the remedial teacher.

Helen M. Robinson[4] says ". . . maximum success in correcting personal and reading problems results when a sympathetic teacher accepts the pupil as an individual, respects his integrity, provides reading material with which he can be successful, de-emphasizes errors, and gives appropriate recognition to success and learning."

It is agreed that a good remedial teacher should possess the following qualities:

- A genuine liking for children.
- A manner that conveys a note of optimism and good cheer.

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[1] Harris, Albert J., How to Increase Reading Ability, Longman's, Green & Co., 1956, pp. 280-281.

[2] Kottmeyer, op. cit., p. 112.

[3] Spache, George D., Toward Better Reading, Garrard Publishing Co., 1963, p. 298.

[4] Robinson, Helen M., Personality and Reading in Modern Educational Problems, American Council on Education, 1953, pp. 87-99.

- A sensitivity to the emotional needs of children, with warmth, tact, and sympathetic understanding.
- A knowledge of the reading program up through the grades, of remedial methods and materials, and an awareness of the referral agencies available in the community.
- An ability to adapt materials and techniques to the specific needs of the child.
- An ability to work with other teachers, with parents, and administrators.
- A tolerance for imperfection and an awareness that no absolute goals can be set.

In short, this teacher must be a true friend as well as a professionally competent person. So that she can be as effective as possible, it is essential that:

- She and the classroom teacher work as a team.
- She have adequate planning time.
- She have a variety of materials at her disposal.
- Pupils be qualified to receive this special help.

B. Screening and identification of pupils for special reading classes

The classroom teacher, the reading teacher, as well as the administrator, will need to become involved in (1) gathering pertinent data, (2) compiling data, and (3) determining eligibility of pupils.

1. Gather pertinent data

Facts should be gleaned by both objective and subjective means. The more pertinent information at hand the better the diagnosis and subsequent planning can be.

a. Standardized tests

If not already administered as a part of the school's regular testing program, (1) administer a non-reading test of mental ability and (2) administer a test for measuring reading ability--either a survey test or a mastery test.

(1) Non-reading tests of mental ability

If time and qualified personnel are at a premium, administer a group non-reading test of mental ability such as those listed below. If ample time and qualified personnel are available, the individual test of mental ability will give a more accurate account of the child's mental ability. And, too, if there seems to be a wide discrepancy in the results of the group test and the past performances of the child, it may be well to use an individual test such as those which are listed below:

(a) Group tests of mental ability

Any of the following tests can be administered by the classroom teacher.

California Mental Maturity Tests; California Test Bureau; Elementary Grades 4-8, Junior High 7-9.

Davis-Eells Test of Intelligence or Problem-Solving Ability; Psychological Corporation; Grades 1, 2, 3-6.

Detroit Intelligence Tests; Harcourt, Brace, & World; Grades--beginning grade 1, high first or beginning grade 2, grade 2-3.

Kuhlmann-Anderson Intelligence Test; Educational Test Bureau; Grades 1, 2, 3, 4; Largely non-reading.

Kuhlmann-Finch Intelligence Test; Educational Test Bureau; Grades 1, 2, 3, 4, 5, 6.

Otis Self-Administering Tests of Mental Ability; Harcourt, Brace, & World; Grades 1-4, 4-9.

Pintner-Cunningham Primary Tests; Harcourt, Brace, & World; Grades K-2.

Pintner-Durost Elementary Test; Harcourt, Brace, & World; Grades 2-4.

Scholastic Mental Ability Tests; Scholastic Testing Service; Grades K-1, 2-4, 4-6, 6-9.

SRA Primary Mental Abilities Tests; Science Research Associates; Grades K-2. 2-4, 4-6, 6-9.

SRA Tests of Educational Ability; Science Research Associates; Grades 4-6, 6-9.

SRA Tests of General Ability; Science Research Associates; Grades 4-6, 6-9.

(b) Individual tests of mental ability

The following tests should be administered by trained qualified personnel.

Arthur Performance Scale; C. H. Stoelting Co., Chicago; Nine non-verbal intelligence tests for pupils under 14.

Revised Stanford-Benet Intelligence Scale; Houghton Mifflin; K-16 years.

Wechsler Intelligence Scale for Children; Psychological Corporation; Ages 5-15.

(2) Tests for measuring reading ability

Reading tests such as those which follow can be used to help determine the present reading status, the reading progress, and the specific reading needs of individual pupils and groups of pupils.

It is important that teachers know what level of reading achievement their pupils have reached so that materials of the appropriate difficulty can be provided them. Instruction in reading must begin at the level on which the pupils are. The value of reading tests as diagnostic tools cannot be overstated. They reveal pupil strengths and weaknesses in reading thus providing clues which teachers can use to plan their instructional program in reading.

(a) Survey tests

This type of test reveals a pupil's capacity level in reading; if used as the main criterion for determining his instructional level, at least six months will need to be subtracted from the reading grade-placement score to get an estimate of his instructional level.

Select a test such as:

California Reading Tests; California Test Bureau; Primary grades 1-3, Elementary grades 4-6, Intermediate grades 7-9; Tests reading, vocabulary, and comprehension.

Durrell-Sullivan Reading Capacity and Achievement Tests; Harcourt, Brace, & World, Inc.; Primary grades 2.5-4.5, Intermediate grades 3-6; The capacity test measures potential reading ability; The achievement test measures comprehension.

Gates Reading Survey; Bureau of Publications, Teachers College, Columbia University; Grades 3-10; Provides separate measures of vocabulary, comprehension, rate of reading, and accuracy of comprehension.

Gates Silent Reading Tests, Revised; Bureau of Publications, Teachers College, Columbia University; Grades 1-2; Tests three areas: word recognition, sentence reading, and paragraph reading; Advanced Primary grades 2 & 3; Tests word recognition and paragraph reading.

Gates Basic Reading Tests; Bureau of Publications, Teachers College, Columbia University; Grades 3-8; Four types: (a) general significance, (b) predict coutcomes, (c) follow directions, (d) read details.

Iowa Every Pupil Test of Basic Skills; Houghton Mifflin Co.; Test A--Comprehension, Elementary grades 3-5, Advanced grades 5-9; Test B--Work-study skills, Advanced grades 5-9.

Iowa Silent Reading Test; Harcourt, Brace, & World, Inc.; Elementary grades 4-8; Tests comprehension of words, sentences, paragraphs, rate of reading, and skill in alphabetizing and indexing.

Metropolitan Achievement Tests; Harcourt, Brace, & World, Inc.; Elementary reading tests--grades 3 & 4, Intermediate reading tests--grades 5 & 6, Advanced reading tests--grades 7 & 9.

Sequential Tests of Educational Progress: Reading; Educational Test Service; Level 4, grades 4-6, Level 3, grades 7-9, (two forms each); Comprehension score on varied materials & questions.

SRA Achievement Series: Reading; Science Research Associates; Grades 4-6, Grades 6-9.

Stanford Achievement Tests: *Reading*; Harcourt, Brace, & World, Inc.; Primary 1-3, Elementary 3-4, Intermediate 5-6, Advanced 7-9; Tests for word and paragraph meaning.

(b) Mastery tests

These are tests which accompany many of the basic reading series and are given upon the completion of the various levels. They are used to determine if it is safe for the child to move to the next level or if he must continue at the same or even lower level.

These tests are extremely helpful in determining the level at which the child can succeed and consequently where instruction should begin. If these tests are already part of the reading program, the results will need to be reviewed. If not previously used it would be well to administer the test for the book the child has completed. If his rating is low and three out of ten scores fall below the 25th percentile, then the test for the next lower level should be administered. Continue administering the preceding easier levels until the level is reached at which the pupil earns at least a low-average rating. Instruction for this child can then safely begin at the next higher level.

b. Contributing causes of reading disabilities

The teacher should list and explain briefly any causes which she feels may have contributed to the child's reading disability or inefficiency. Information on things as physical, emotional, and social deviations, home conditions, mobility of family, poor work habits, poor attendance, lip reading or inner speech, should be given.

2. Compile data and determine findings

For effective use of the data gathered and findings determined, it would be most helpful if the school would devise a form on which could be recorded necessary information and which could be completed by the classroom teacher as a referral form. This form could include pertinent information gathered such as:

a. Personal data

Pupil's name, grade, school, date of birth and chronological age in years and months. If a survey reading test is being used as one of the criteria for selection, the chronological age should be determined as of the month and year this test was given.

b. Test results

- Give the name of the most recent non-reading intelligence test, date given, I.Q. score, and/or mental age. If an individual mental ability test is administered, record the same information.

  At this point the mental age in years and months if not given could be determined by dividing the I.Q. score by 100 and multiplying the quotient by present chronological age in months. Then divide by twelve months to give the mental age in years and months. Example:

I.Q. = 115
C.A. = 8 years 5 months = 101 months
M.A. = 1.15 x 101 = 116 months ÷ 12 = 9 years 8 months.

- If a survey test is given, this information could be recorded giving name of test, date given, and norm.

  Different tests give different types of norms such as reading grade placement, reading age, and percentiles. If reading grade or reading age is given, the amount of retardation can be determined.

  If the norm is in terms of a reading grade, the reading age in years and months can be determined by consulting the chart in the manual for the test given. The number of years and months of retardation can be determined by subtracting the reading age from the mental age.

- If tests for the basic readers are used, give the title of the most recent test administered, date given, total score, and rating. List and check the parts of the test for which the pupil's score fell below the 25th percentile.

c. Provide space for listing contributing causes of reading disabilities.

d. Often it is helpful to give the record of the child's progress at previous grade levels and retentions if any.

3. Determine eligibility

Actually any pupil not reading up to his intellectual level is a reading-improvement case. Ideally the criterion should be that all pupils reading one year or more below their individual mental levels should be selected for special help. However, it is recommended that pupils in fourth grade and above who are reading one year or more below their individual mental level and one year or more below grade level be given first preference.

If it is possible to arrange special help for other pupils reading below individual mental level but at or above grade level, it is urged that it be done.

A third group will be comprised of pupils who are reading up to their individual capacity but are not reading up to their grade level. These pupils can make progress but will do so more slowly. Adjustments in methods and materials should be made for them in their regular classes by their classroom teachers. The special reading teacher could aid in planning for such children.

C. Additional analysis of reading disability of cases selected

As a result of a general diagnosis as discussed in section B above, the pupils who are likely to show profit and who are retarded in more than one area have been selected for the special reading classes. Further diagnosis for these pupils would seem wise.

Although the mastery tests and the survey tests already administered are somewhat diagnostic, additional analysis of reading disabilities can profitably be carried on, for the more that is known about a child's reading disabilities the better the reading teacher can plan for their correction. Diagnostic tests, oral reading selections, and the basic sight word tests all can assist in this analysis.

1. Diagnostic tests

Some of the diagnostic tests can be administered to a small group while others are to be administered individually and by a well-trained person. Still other tests are divided, with parts to be administered to a group and parts to be administered individually. Diagnostic tests are extremely worthwhile since they help identify specific problem areas. The individual diagnostic test, although time consuming, is of particular value in the case of the child with serious and subtle reading problems. If an extensive diagnosis seems wise, select an individual test; otherwise, a group test may be adequate. Select from such tests as:

Basic Reading Skills for Junior High; Scott, Foresman, & Co.; Test I--vocabulary power and sentence comprehension; Test II--word analysis; Test III--general interpretation. (Group test)

California Phonics Survey; California Test Bureau.

Diagnostic Reacing Tests--Silent & Auditory Comprehension; Committee on Diagnostic Reading Tests, Mountain Home, North Carolina; Lower level, grades 4-6, Higher level, grades 7-13. (Parts are group tests, other parts are to be administered individually.)

Durrell Analysis of Reading Difficulty; Harcourt, Brace, & World, Inc.; Grades 1-6. (Individual test)

Gates-McKillop Reading Diagnostic Tests; Bureau of Publications, Teachers College, Columbia University. (Individual test)

Group Diagnostic Reading Aptitude and Achievement Tests; Monroe, Marion Achievement Tests; C. H. Nevins Printing Co., Pittsburgh.

Inventory Survey Test; Scott, Foresman, & Co.; For comprehension, word analysis, and dictionary skills; Grades 4, 5, 6. (Group test)

McCullough Word Analysis Tests; Ginn & Co.; Grades 4-12. (Group test)

Phonics Diagnostic Survey; Bureau of Publications, Teachers College, Columbia University. (Individual test)

Roswell-Chall Diagnostic Reading Test of Word Analysis Skills; Easay Press, New York; Grades 2-6. (No indication whether a group or individual test)

Spache Diagnostic Reading Scales; California Test Bureau; Grades 1-8; Yields three reading levels--independent, instruction, and potential. (Individual test)

2. Analysis through oral reading

   a. The use of oral reading selections from reading texts, as pointed out before, is a simple straightforward way of helping to determine the child's instructional level. This informal method can also serve as an analysis of his reading disabilities. As the child reads a 100- to 200-word selection, significant patterns of response such as those listed by Harris[1] will be noted.

      - "Fluency": word-by-word reading; monotone; ignores punctuation; phrases poorly; hesitations;

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[1] Harris, *op. cit.*, pp. 192-193

repetitions; very slow; rapid and jerky; loses place.

- Word recognition, general: small sight vocabulary; errors on very common words; unsuccessful in solving unknown words; inserts words; omits words; skips lines.
- Use of context: excessive guessing from context; fails to use context as word recognition; substitutes words of similar meaning; substitutes words of similar appearance with different meaning; makes errors which produce nonsense; reads words correctly in context which he misread in isolation.
- Attack on unknown words: spells; attempts to sound out--single letters, phonograms, or syllables; uses configuration--size and shape; attends mainly to one part of word--beginning, middle, end; uses structural analysis--prefixes, roots, endings; lacks flexibility in word attack; no method of word attack.
- Specific difficulties in word attack: lacks auditory discrimination; unable to blend; unclear visual perception; reversal tendency; letter confusions; gaps in phonic knowledge--consonant blends, short vowels, long vowels, diphthongs, word families, syllabication, prefixes, suffixes.

b. Standardized oral reading tests

Standardized tests may also be used to analyze oral reading performance. Some of these tests are:

The Diagnostic Reading Tests--Section IV; Committee on Diagnostic Tests, Inc.; Lower level and upper level.

The Gilmore Oral Reading Tests; Harcourt, Brace, & World, Inc.; Ten paragraphs ranging in difficulty from first grade to high school.

Graded Selections for Informal Reading Diagnosis; New York University Press; Grades 4-6; Selections accompanied by word lists and comprehension questions.

The Gray Oral Reading Test; Bobbs-Merrill Co.; Passages for the first five grades are constructed from words commonly used in basal readers; The Dale & Eichholz list was used for passages for grades 6-8.

Gray Standardized Oral Reading Paragraphs; Bobbs-Merrill Co., Inc.; Grades 1-8.

The Leavell Analytical Oral Reading; Educational Test Bureau; In story form; Increases in difficulty as story progresses; Grade 1-high school.

3. Analysis through oral reading word lists

Testing a child for both quick recognition and careful analysis of words is a helpful one. Some of the various word lists which may be used for this type of analysis follow:

Dolch Basic Sight Vocabulary; The use of this list of 220 words is a means of helping to determine the child's instructional level as well as pointing up some of the child's weaknesses in word perception.

These sight words compiled by Dolch[1] are conjunctions, prepositions, pronouns, adverbs, adjectives, and verbs that every child must learn to recognize instantly at sight before he can become a competent reader. These words comprise fifty percent of the vocabulary in all ordinary reading material such as newspapers. All of these words are usually introduced by the time the child has completed the third-grade reading program. When a test is administered, it should include only the words already presented up to and including the level at which the child is reading.

Schools would find it helpful to provide mimeographed copies of these words according to the basic book levels in which they are first introduced.

When administering the test, have the pupils read the words aloud. At the same time the teacher may record on another copy, just what he does. If he cannot pronounce a word, write the letter "P" above it. If he substitutes another word, write it over the one in the test. If he mispronounces the word, show with phonetic spelling just what he said. If more than one attempt is made at pronouncing the word, record up to three attempts. Finally if the pupil cannot pronounce the word correctly, tell him. Upon completion of the test determine the number of words the child knew at first glance. Study his incorrect responses to help determine his type and level in phonetic and structural analysis.

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[1] Dolch, Edward W., Teaching Primary Reading, Garrard Press, 1941, p. 205.

Monroe Iota Word Test; This test consists of fifty-three words printed on three cards; the child is asked to read the words, and his exact responses are recorded. All but six of the words are of one syllable, and are chosen to give opportunity for a variety of errors. The norms cover from grades one to five.

Gates; This test is comprised of four separate lists of twenty words each. Two of the lists are for testing quick recognition and the other two provide time for careful inspection.

Wide Range Achievement Test; One hundred twenty-eight words containing a goodly number of difficult words. Norms extend from kindergarten to college level.

Durrell Flashed Word-Analysis Test; This test consists of several lists of words, ranging in difficulty from grade one to grade six. The lists are designed to be used in a tachistoscope. If the child mispronounces the word, the shutter can be opened so that the child can inspect the word and try again. Norms are given separately for the number of flashed words correct and the number of analyzed words correct. The errors made provide a basis for analyzing the child's method of attack.

After the pertinent data for each child selected special reading help has been compiled and analyzed, his instructional needs become obvious. This information then forms the basis for organizing the special classes.

D. Organization of the program

1. For the school year

Arranging the schedule for special reading classes is influenced by (1) the organization of the school, (2) the educational and personal needs of the pupils, (3) the preferences of the classroom teacher and pupils, and (4) the need for unassigned periods for the special reading teacher.

a. In the elementary school

1. Effect of the organization of the elementary school

   The self-contained classroom organization of the elementary school provides flexibility in scheduling for specific purposes. However, there may be some special classes in the elementary schools such as physical education, music, speech, and/or TV, which must be taken into consideration when scheduling special reading classes.

2. Effect of the educational and personal needs of the elementary pupils.

   More effective special help can be given if the selected pupils are grouped according to the determined instructional reading levels and needs. Chronological and mental ages may need to be considered before final grouping is done. Pupils from different grades may be grouped together if (1) their instructional levels and needs are the same, (2) their physical sizes and chronological ages are about the same and (3) the scheduling can be arranged.

   The size of the groups will depend upon the pupils' needs and their willingness to apply themselves. Usually the group should be kept small, with possibly five or six in number.

   The length of the class period depends upon (1) the size of the class and (2) how long the pupils can concentrate profitably. The usual class period for six pupils in a special reading class would be thirty minutes daily. If the class is smaller or larger in number, the time could be shortened and/or extended. In a large group, less is accomplished because pupils in special classes usually require much individual help.

3. Effect of the preferences of the classroom teachers and pupils

The classroom teacher should be responsible for teaching the basic reading. The special reading teacher should help strengthen the reading skills being taught by the classroom teacher. If at all possible, the special reading class for a given group could be scheduled while the other reading groups are working with the classroom teacher. However, when this is not possible, it will be necessary for the special reading class to be scheduled during periods other than the reading period.

Pupils may acquire negative attitudes toward their special classes and toward reading if they have to miss classes or activities important to them. Furthermore, they should not be deprived of activities they particularly enjoy, because they may be receiving a good deal of the necessary feeling of security from classes and activities in which they can function satisfactorily. An interview with each pupil involved will often reveal his or her preferences. The reading teacher will need the classroom teacher's daily schedule in order to schedule classes so the pupils will not miss the classes and/or activities they especially enjoy, such as physical education, art, music, science, and so forth.

4. The need for the reading teacher to have unassigned periods

The teacher needs some unassigned periods for such essential activities as:

- Individual testing for further analysis of a pupil's needs, or analysis of a newly developed case.
- Conferences with pupils, parents, classroom teachers, or teachers in various content areas in junior high and with administrators.
- Demonstrating for some classroom teachers the better methods and techniques in teaching reading.
- Preparing for instruction and consulting materials written by authorities on reading.

. Record keeping.

b. In the secondary school

The organization of the secondary school creates problems when adjustments are necessary to meet an individual's instructional reading level and needs. When sectioning pupils, there are usually some pupils in the slow group who already are reading up to their capacities and have no particular reading needs other than reading in all of their classes from materials that are at their instructional reading levels. They are just slow learners and need more time. Also, there may be pupils in the other sections who are not reading up to their individual mental capacities and have some specific reading needs. They would benefit from special help.

The "block program" being used in some of the junior high schools relieves this situation to some extent. It allows more flexibility in scheduling if the pupils are to receive help from a special reading teacher who works at both the elementary and junior high levels. Also, if the English teacher in junior high is the special reading teacher, it relieves the situation to some extent, especially if she also teaches a subject such as social studies. She can help these pupils apply, adapt, develop, or maintain the reading skills they are developing in their special reading classes. In addition, she will be aware of the fact that the materials in the social studies class will need to be of the pupils' instructional reading levels.

The size of this special English or reading class in the secondary school should be kept much smaller than the usual class size, since the lower the reading ability of the pupils, the more individual help they need.

When arranging the schedule for special classes in the secondary school, it is strongly recommended that the educational and personal needs of the pupils be given preference to the organization of the school.

2. For summer sessions

Because of the complexity of scheduling, the availability of qualified reading teachers, and/or the lack of suitable facilities during the school year, it may be wise to set up the corrective reading program for the summer months.

Pupils should be referred to the summer session on the basis of need, potential for improvement, as well as interest in improving their reading ability. The summer session could also include classes for pupils who are reading up to or above grade level but not up to their potential.

Although procedures for setting up the program are basically the same as those used for setting up the school year session, there will be some variance. Following is a suggested list of procedures and timetable for them.

a. March 1 - March 15

- Referrals of pupils who qualify should be completed. Procedures for screening and identifying these pupils will be the same as for the school year session. (Refer to III B)
- Send a letter to parents whose children qualify, explaining the program and asking for temporary registration.

b. March 15 - April 1

- If the school gives achievement and/or survey tests only in the fall, a different form will need to be administered in order to determine the pupil's present reading grade-placement level and corresponding reading age.
- Depending upon temporary enrollment, determine number of teachers to hire, number of classrooms to arrange for, and the requisitioning of supplies and materials needed.

c. April 1 - May 15

- Complete the analysis of reading disability for cases selected and registered. (Refer to III C)
- Organize the classes--allow 1-1½ hours per class and limit the number to around ten. If more are in the class, extend the length of the period to two hours.

- Notify parents as to periods their child has been assigned and request them to sign the registration form.

- Complete the hiring of personnel, depending upon final enrollment.

E. Selection of reading materials for special reading improvement cases

The selection of reading materials should be based on the instructional needs. As emphasized previously, a retarded or disabled reader's instructional needs include learning to read at his instructional reading level; and unlearning, relearning, or strengthening certain skills in which he is weak. These points are brought out in the following criteria for selection of materials.

1. Criteria for selection of materials

   a. They must be of the appropriate level of difficulty. It is even better, sometimes, to begin with material that is easier than the pupil's instructional reading level in order to restore his feeling of security and reduce his emotional tensions.

   b. They must be suitable in type. Work on interpretative skills, or word perception skills, or work-type skills, or rate of comprehension, or a combination of any or all of these skills requires material for each purpose.

   c. They must be of appropriate interest level and suitable in format. Finding materials that are "mature" enough and yet easy enough is sometimes difficult to do, especially for the disabled readers of the upper elementary and secondary grades. They should be as nearly as possible appropriate in level of interest and of such difficulty that the pupil can read them. However, as Bond and Tinker state, "There can be no compromise with the difficulty level of the material, because the child will not be interested in reading material that he cannot read, no matter how attractive the subject matter."[1]

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[1] Lazar, op. cit., p. 20.

Most pupils are more interested in reading a different book when they need to repeat a particular level. Reading skills and vocabulary need to be developed in sequential order, and the best way of insuring this, particularly with pupils reading at the primary levels, is with the single basic reading series. Usually, using a book from another basal series interrupts the sequential development and delays progress. If teachers are alert to the distress signals exhibited by the pupils who have reading weaknesses and make immediate adjustments, beginning difficulties will not develop into complex ones requiring the re-use of materials. Some basic series provide transitional and/or special materials at the various levels which reteach and strengthen the skills. And, too, earlier or later editions of the same text may be used when reteaching is needed.

A different series of texts could be used with pupils reading at the upper grade levels.

d. They must be abundant and of a wide variety. Some will be used for instructional purposes and some will be needed for independent reading.

2. Types of materials

Keeping the above criteria in mind, schools planning a corrective reading program will need to provide a variety of materials selected from the following categories: (Unless otherwise noted a partial listing of these materials is given in Appendix A.)

a. Textbooks and accompanying materials

Many basic textbook series provide various aids for developing the skills, as well as special readers and other books for the child having difficulty learning to read. Consult the company catalog of the various series for such materials.

b. Series of books written especially for retarded readers

These materials are written to appeal to older children who are reading at a low-vocabulary level. In most instances they have a teacher's manual.

c. Series of workbooks and/or workbook-type texts

Some of these materials are specially written for the child with reading disabilities; others may also be used along with the regular basic developmental program.

d. Single books for use with retarded readers

These books, in most instances, have been developed specifically for the retarded readers.

e. Library books

Although growth in skill proficiency is important, the development of permanent carry-over interests is of equal significance. It is necessary, therefore, to provide the child with an abundance of library books geared to his interests, and reading ability.

Refer to the professional references listed below and to kits of library materials listed in Appendix A.

f. Dictionaries

Children reading at fourth, fifth, and sixth grade levels should learn to use all of the location skills and to develop permanent habits of using these skills whenever they may serve a purpose. These skills should be introduced through functional situations, if possible.

Following is a partial list of dictionaries for use with children reading at third-grade level and above:

Basic Dictionary of American English; Holt, Rinehart, & Winston, Inc.; 1962.

The Holt Intermediate Dictionary of American English; Holt, Rinehart, & Winston, Inc.; 1966.

Thorndike-Barnhart Beginning Dictionary; Scott, Foresman & Co., 1962.

Thorndike-Barnhart Beginning Dictionary, Fifth Edition; Scott, Foresman & Co., 1964.

Thorndike-Barnhart Junior Dictionary; Scott, Foresman & Co., 1962.

Thorndike-Barnhart Advanced Junior Dictionary; Scott, Foresman & Co., 1962.

Webster's Elementary Dictionary: A Dictionary for Boys and Girls, American Book Co., 1959.

Webster's New Students' Dictionary; American Book Co., 1964.

The Winston Dictionary for Children; Holt, Rinehart, & Winston, Inc., 1957.

Picture dictionaries used with primary children provide alphabetical practice activities and encourage children to turn to them frequently for self-help reference.

Many picture dictionaries are published. A few of them are mentioned below.

My Little Pictionary; Scott, Foresman, & Co., 1962.

My Picture Dictionary; Ginn & Co.

My Second Pictionary; Scott, Foresman, & Co., 1964

Pixie Dictionary; Holt, Rinehart, & Winston, Inc., 1966.

Very First Words to Read and Write; Holt, Rinehart, & Winston, Inc., 1966.

Words I Like to Read and Write; Harper and Row, 1954.

g. Encyclopedias

Beginning at fourth grade level, children should receive definite instruction on how to use the encyclopedia independently for research work. It is advisable to introduce and give practice on encyclopedia skills at a time when information which an encyclopedia contains is needed.

Several encyclopedias suitable for use with children reading at elementary grade levels are available.

The Golden Book Encyclopedia; Simon and Schuster, Inc. This eight-volume set is designed for use in developing readiness for using the more complete reference sets. The publishers claim that it can be used with children reading at a third-grade level.

Each of the following widely used junior encyclopedias designed for elementary and high school use contains a complete set of volumes and embrace all of the characteristics of a set of adult encyclopedias

Compton's Pictured Encyclopedia; F. E. Compton Co.

Britannica Junior, Encyclopedia Britannica, Inc.

The World Book, Field Enterprises, Inc.

h. Reading word games and other practice activities for maintainence of skills

Children need follow-up practice after a skill has been introduced at a given level and they also need review to maintain the skill at successive grade levels. Besides the partial listing in Appendix A, chapters 21, 22, 23, and 24 of Nila B. Smith's book, Reading Instruction for Today's Children, suggest many such activities.

i. Magazines and other children's periodicals

Children's magazines can lend much to the establishment of interests in and habits of reading. The novelty of having a new magazine arrive weekly or monthly fulfills pleasant anticipation and is a refreshing experience. The articles or stories are usually short and the format of a magazine places reading content in a different container than a book. These qualities are especially attractive to a reluctant reader.

j. Kits designed to help pupils with reading disabilities

In the main the kits listed in Appendix A are of three types. One type is a collection of carefully selected library books. The second type is a series of charts designed for developing certain skills in group situations. The third type is a program designed to individualize reading instruction providing for sequential instruction at multi-levels.

k. Audio-Visual materials

Audio-visual aids are very useful in building background, giving practice in specific skills, enriching concepts, and supplementing lessons, but they cannot serve as a substitute for competent teaching.

A partial listing of some of the various types of audio-visual aids may be found in Appendix A under the following headings:

Charts. Charts as a rule are very versatile as well as inexpensive. They usually deal with a single concept and can be used in group instruction as well as by individual children.

Films. Since films are primarily used for group teaching, teachers will need to be cognizant of the fact that if the pace of the film is too fast for a particular group, the learning that results may not justify the time spent. In most instances, films designated for a given level are usually developed for the regular and not for a remedial program.

Filmstrips. Although filmstrips are designed primarily for group work with teacher guidance, and because a filmstrip projector is a simple machine to operate, they may be used for team learning and/or for individual instruction. The filmstrip also offers other advantages such as (1) the pace may be controlled by the teaching-learning situation and (2) a large variety of topics and areas of instruction are available.

General Equipment. The reading teacher should have at her disposal as many of the following pieces of equipment as she can effectively use:

Projectors--film, filmstrip, overhead, slide and opague

Record Player

Tape recorder with earphones

Primer typewriter

Audiometer or a similar piece of equipment to determine hearing impairment

Devices carefully selected for testing various aspects of visual acuity

Machines. Many instruments are limited in the type of skills in which they give practice. Most do not provide help in developing word identification ability, critical evaluation of what is read, study skills of specific types, or flexibility in the use of speed in reading different materials for different purposes. Their chief functions are to direct eye movements and increase speed with accompanying checks on meanings.

Nila B. Smith[1] refers to research which has been carried on in regard to the value of using instruments as a device for improving the reading rate. Some of the findings follow:

- Bridges[2] concluded that overemphasis upon speed at the fourth, fifth, and sixth grade levels tended to inhibit growth in reading. However, with the better readers at the sixth grade level this did not hold true.
- Studies by Baranyai[3] and Ballatine[4] indicate that up through the fourth grade, pupils are still perfecting the control over the mechanics of reading and it is not until they have reached the fifth or sixth grade levels and have gained sufficient control over the mechanics that they are freed to make substantial gains in speed.
- Cason[5] concluded that extensive free library reading was as effective as mechanical techniques in measuring reading rate at the elementary level.

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[1] Smith, op. cit., pp. 359-361, 376.

[2] Bridges, Lucile Hudson, "Speed Versus Comprehension in Elementary Reading," Journal of Educational Psychology, Vol. 32, April, 1941, pp. 314-320.

[3] Baranyai, Erzsebet I., "Relation of Comprehension to Technique in Reading," Journal of Genetic Psychology, LIX, Sept. 1941, pp. 3-26.

[4] Ballantine, Francis A., "Age Changes in Measures of Eye-movements in Silent Reading," Studies in the Psychology of Reading, University of Michigan Monographs in Education, April, 1957, pp. 65-111.

[5] Cason, Eloise Boeker, "Mechanical Methods for Increasing the Speed of Reading," Contributions to Education, #878, Teachers College, Columbia University, 1943.

- Bormuth[1] and Aker[1] data revealed that there were only chance differences between carefully controlled groups in comprehension, rate, and vocabulary with the experimental group which used the tachistoscope.

- DeBoer[2] and Dallman[2] state: "Quite possibly the machines have an initial advantage in that they provide novelty and interest in the improvement of reading. Unfortunately, after a time the novelty may wear off."

- According to Russell[3], research "on the value of machines in school work has shown that there is usually rapid improvement in rate of reading scores but there is little evidence about the permanence of such improvements."

- McCullough[4] states, "Perhaps most important for the teacher's work the research that is available tends to suggest that under classroom conditions reading practice on machines is not so effective as teacher guidance with ordinary books."

- Russell[5] further states that "There seems to be some evidence . . . that building up a library of materials or improving teaching methods may pay at least as many dividends as the purchases of expensive machines.

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[1] Bormuth, John R., and Aker, Cleatus C., "Is the Tachistoscope A Worth-While Teaching Tool?" The Reading Teacher, Vol. 14, Jan. 1961, pp. 172-176.

[2] DeBoer. John J. and Dallman, Martha, The Teaching of Reading, Holt, Rinehart, & Winston, Inc., 1960, p. 161.

[3] Russell, op. cit., p. 133.

[4] McCullough, Constance M., "What Does Research Reveal About Practices in Teaching Reading?" What We Know About High School Reading, Bulletin of National Conference on Research in English, National Council of Teachers of English, 1958.

[5] Russell, op. cit., p. 133.

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- According to Harris[1] "Once the slow reader has reached satisfactory levels in word recognition and comprehension and has begun to eliminate specific interfering habits . . . he is ready for practice aimed directly at speeding up his reading."
- Russell[2] feels that machines may have value for boys who have been failing on other kinds of reading materials.
- Smith[3] feels that more scientific evidence is needed in regard to transfer of increased speed to natural reading situations and retention of the speed attained with such practice.

In light of the above statements and findings it would appear (1) that machines can contribute to certain selected areas in the reading program but are not to be looked upon as a cure-all for children who are not succeeding in reading nor as a substitute for a complete, well-rounded basic reading program and (2) that until such time as more evidence is gathered, extensive purchases of the more complex expensive machines should not be made at the expense of other reading materials.

Instruments used to increase the rate of reading are usually of two types, those that pace the speed of the reader and those controlling his span of perception in reading. Pacing machines employ a shutter, shadow, or line marker of some kind to guide the reader. They do not impose a set pattern of phrasing or a uniform rate of speed. Controllers present a line of digits, words, or a sentence for a very brief span of time compelling the reader to move his eyes in a set pattern and to fixate each word or phrase for a predetermined time interval. Pacers use ordinary reading materials and controllers use specially prepared film or filmstrips. Both pacers and controllers operate on the principle that after a period of practice with the machine the reader will be able to read more rapidly and to use his increased speed in many reading situations.

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[1] Harris, op. cit., p. 525.

[2] Russell, op. cit., p. 133.

[3] Smith, op. cit., p. 376.

Extensive listings of materials can be found in the following professional references:

A Bibliography of Books for Children; Association for Childhood Education International, Washington, D. C.; 1964.

A Bibliography of Reading Lists for Retarded Readers; Margaret Keyser Hill, College of Education, Series #37, Extension Bulletin, State University of Iowa.

Annotated Bibliography of Selected Books with High Interest and Low Vocabulary Level; Curriculum Bulletin No. 22-IC-NS, Division of Curriculum and Supervision, Indianapolis Public Schools.

Bond, Guy L., and Tinker, Miles A., Reading Difficulties: Their Diagnosis and Correction; Appleton-Century-Crofts, Inc.; 1957; pp. 472-476.

Fare for the Reluctant Reader; Compiled by Bernice C. Bush, et al.; New York State College for Teachers; 1951; A list of books, magazines, and audio-visual aids for the slow learner in grades seven to ten.

Hanna, Geneva R., and McAllister, Mariana K.; Books, Young People, and Reading Guidance; Harper-Row; 1960.

Harris, Albert J., How to Increase Reading Ability; Third Edition; Longman's Green, and Co.; 1956; Appendix B pp. 592-619, a graded list of books--series and library. The interest levels are judged to be at least two years above grade-placement levels.

Hobson, Cloy S., et al.; Materials for the Retarded Readers; State Department of Public Instruction, Topeka, Kansas; 1954; Books in series form intended for use with poor readers.

Kottmeyer, William, Teacher's Guide for Remedial Reading; Webster Publishing Co.; 1959; pp. 189-201.

Larrick, Nancy, A Teacher's Guide to Children's Books; Charles E. Merrill Books, Inc.; 1960.

Lazar, May, (Editor) The Retarded Reader in the Junior High Schools; Board of Education, New York City; 1952; Appendix B.

National Council of Teachers of English, Your Reading, A Book List for Junior High Schools; 1960.

Russell, David H., Children Learn to Read; Ginn & Co.; 1961; pp. 444-454.

Spache, George D., Good Books for Poor Readers; Garrard Press; 1964; Annotated lists of about 1000 books--trade books, adapted classics, textbooks, workbooks, series books, games, magazines, etc.; gives reading level and interest levels.

Strang, Ruth, et al., Gateways to Readable Books, Second Edition; H. W. Wilson Co.; 1952; Intended especially for use with adolescents of limited reading ability.

Sullivan, Helen, et al., High Interest--Low Vocabulary Reading Materials; Boston University, School of Education, Boston; 1956.

F. Use methods appropriate to the instructional needs

Russell[1] as well as Bond[2] and Tinker[2] feel that in general the methods used for remedial instruction will not differ radically from those used with average children. The program should include varied activities involving basal readers and accompanying materials, free reading periods, meaningful repetitions of materials using a variety of techniques, and should be geared to the child's learning rates. It is essentially the same as good classroom teaching that is individualized.

Bond[3] and Tinker[3] state that "Instruction in remedial reading is not unusual in character nor is it necessary to use expensive and artificial equipment. The skills and abilities should be emphasized in actual reading situations free from isolated drill. Sound teaching procedures such as those used for introducing the reading skills and abilities in the first place should be used. The materials best suited to remedial instruction are those that are best for the developmental program.

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[1] Russell, *op. cit.*, p. 512-513.

[2] Bond & Tinker, *op. cit.*, p. 225.

[3] *Ibid.*, p. 225.

"The difference between remedial instruction and the developmental program is the extent of individualization and in the study of the child rather than in the uniqueness of the methods and materials it employs."

The remedial teacher's problem is to appraise materials and methods in order to select the combination that will best suit a given disabled reader, for no two disabilities will be corrected in exactly the same way. However, there are some basic principles underlying corrective instruction irrespective of the disability. These common elements are:

1. Instruction must be based on an understanding of the child's instructional needs.
2. Corrective programs must be highly individualized.
3. Instruction must be organized instruction.
4. The reading processes must be made meaningful.
5. The child must be made to feel a sense of personal worth.
6. The program must be encouraging to the child.
7. Materials and exercises must be suitable to the child's reading ability and instructional needs.
8. Sound teaching procedures must be employed.

The greatest single factor in any successful remedial program lies in the type of interpersonal relationship established between the pupil and the remedial teacher. Helen M. Robinson[1] says ". . . maximum success in correcting personal and reading problems results when a sympathetic teacher accepts the pupil as an individual, respects his integrity, provides reading material with which he can be successful, de-emphasizes errors, and gives appropriate recognition to success and learning."

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[1] Robinson, Helen M., "Personality and Reading," In Modern Educational Problems; ed. Arthur E. Traxler, American Council on Education; 1953; pp. 99.

G. Arrange an attractive and adequately equipped reading center

The reading room or center is an important factor in the special reading improvement program. By means of its furnishings and its activities it should attempt to embody some of the best features of a club, a workshop, and a library.

Lazar[1] describes the desirable atmosphere this way: "The aim is to develop a room which stimulates the child who disliked reading and resisted learning . . . to read, to believe that he can gain something by coming to this special room."

Some effective means of getting such pupils to feel they belong to this "club" are to have them take an active part in arranging it, contributing something to help make it attractive and interesting, and keeping it in good order.

The room should be well lighted and equipped to further instruction of both the individual and the group. It should be informal and cheerful with the wall attractively decorated. The furniture should be comfortable and the type that can be easily arranged or rearranged to provide for individual work or for an informal work center for the entire group. A file cabinet or box is useful for individual folders in which to keep pupils' worksheets or progress records or for other materials filed topically. Bright and artistic touches are desirable, such as colorful pictures and designs attractively mounted, large murals illustrating favorite stories or imaginative scenes--all preferably made by the pupils.

Bulletin boards need to be interesting and alive as well as attractive. Current events, newspaper and magazine clippings, cartoons, jokes, riddles, book jackets--all with stimulating captions--may extend reading interests.

Other centers of interest could be arranged that exhibit the children's hobbies, athletic activities, vocational ambitions, or any interest worth encouraging. Reading instruction can then be organized around such interests that are vital to the child.

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[1] Lazar, op. cit., p. 19.

The active centers are of utmost importance for demonstrating to the children that reading can be fun and for showing parents ways they can build up good attitudes and interests in reading at home. One such center is the reading game area. Reading games help pupils master basic sight words, commonest nouns, consonants, vowels, digraphs, diphthongs, blends, prefixes, suffixes, and syllabication--all in the spirit of play. Lively, enjoyable learning rather than deadly drill is the objective at this center.

The other center for stimulating good attitudes and interest in reading is the library corner or area. It should have a good quota and variety of carefully selected reading materials--books, magazines, and pamphlets. The materials should be selected on the basis of (1) their appeal to the interests of the pupils, which can be wide, and (2) their vocabulary load and sentence structure which should be at the pupils' independent reading level, which can range from extremely easy on up. Besides regularly printed materials, there should be interesting reading materials prepared by the pupils themselves. If the array is large enough the reading materials will need to be classified and shelved accordingly. Pupils will then get a partial experience with library skills. Workable rules for use of the materials in or out of the library area should be set up only to facilitate matters and to encourage wide reading.

The reading room should be fully equipped but not cluttered. Regularity and order are necessary so there may be efficient use of time. As Lazar points out, ". . . the children retarded in reading particularly need to experience satisfaction in orderly processes and arrangements in which they have a vital part. When they come to the reading room, it should be with the good feeling that each has an assured place and that the room as well as the teacher is in readiness for all of them."[1]

H. Evaluation of progress in reading

Evaluation of progress in reading is done (1) by the teacher for all pupils in several ways, (2) for special reading improvement cases in additional ways and (3) by the pupil himself.

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[1] Lazar, *op. cit.*, p. 19.

1. For all pupils

   Several ways of evaluating progress include:

   - Watching daily for signals of distress and success such as: kinds of words with which pupils are needing help, facial expression, failure to get the main ideas and supporting details, weaknesses in specific skills tested in workbook.

   - Studying the responses in the standardized reading tests, noting such things as: how does the child's score compare to national median, is it typical of the child's general classroom work, is it in keeping with what might be expected of a child of his mental ability, in what skills is the child strong, and in what skills is he weak.

   - Checking for immediate recognition of the basic sight words.

   - Evaluating the application of reading skills in other classes requiring reading--noting if the child effectively applies the interpretation, word perception, and work-type skills developed in reading class in other language arts and in the content areas. If the child is having difficulty, the teacher will need to reteach the skills with which they are having trouble or determine if material is beyond their instructional level.

   - Considering the amount and quality of the pupil's recreational reading. From the pupil's individual progress record teachers can easily evaluate the pupils reading progress as to quality and quantity.

   - Using "Test Lessons in Primary Reading" by McCall-Harby, Bureau of Publication, Teachers College, Columbia University, 1965.

2. For special reading improvement cases

   The pupils as well as their teachers and parents are particularly interested in the progress they have made as a result of the special help they have been receiving. Both objective and subjective means can be used for evaluating progress.

   - Near the close of the school year all pupils who have received special help during the year should be tested with a different form of the same reading achievement and/or survey test given at the time of their selection and differences in grade placement scores noted.

- If the years and months of reading retardation was determined in the selection of pupils for participation in the corrective reading, the same technique could be used to determine the retardation and subsequent gain at the close of the year. A comparison of the closing amount of retardation with the initial amount would indicate gain, if any.

- The special reading teacher and the regular classroom teacher should also note gains or losses in interest, attitude, and work habits.

- All of the above test results and observations should be recorded.

3. By the pupil himself

The special reading teacher should help the pupils develop and keep individual progress records, As Harris points out, "The units of improvement should be small enough so that progress can be recorded at frequent intervals."[1] A poor reader needs constant encouragement. Planning the records so that the pupil can indicate and check his progress will usually keep him encouraged and more interested.

Progress records or charts can be devised for recording the progress in any phase of reading. Harris suggests having a separate record for each activity which is being emphasized. "At any time a remedial pupil should be keeping track of his improvement toward three or four different goals. After these goals have been achieved, new ones should be set up."[2]

Harris further recommends letting the child decide on the kind of progress record he would like. "Many children devise charts that mean more to them than any record that the teacher can devise . . . a crudely drawn chart made and used by the child usually has greater motivating power than a very pretty one made by the teacher."[1]

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[1] Harris, op. cit., p. 286.

[2] Ibid., p. 285.

Some progress charts which have been used successfully are described by Harris, op. cit., p. 285.

Individual progress records are very effective for stimulating interest in and evaluating the quantity and quality of each pupil's independent reading.

I. The teaching of reading is a cooperative effort

All persons truly interested in helping children become better readers will recognize the importance of cooperative planning and of sharing the responsibilities in carrying out the plans. Basic to good cooperation between persons helping children learning to read and learning through reading are: an understanding of how children grow and develop and an understanding of the reading objectives and techniques.

As pointed out previously, the characteristics and need of individuals learning how to read must always influence the materials and methods used in teaching them to read. While most children follow a similar pattern of physical, mental, and social-emotional growth, all persons working with them should keep in mind that there are many deviations from this general pattern and that no two children will develop in the same way or at the same rate.

1. Between teachers and administrator

Teachers and administrators need to plan together in regard to appropriate reading materials, methods, and aids as well as the reading progress and any necessary adjustment of groups and individuals.

2. Between the classroom teacher and the special reading teacher

As a rule the classroom teacher will teach the basic reading program and the special teacher will strengthen the reading skills in which the pupils are weak. The special teacher uses materials that supplement the basic skills and the vocabulary being taught in the classroom.

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[1] Harris, op. cit., p. 285.

Occasionally, it may be necessary for the special reading teacher to teach the regular basic lesson to some groups. In this case the classroom teacher strengthens or gives further practice with the skills and vocabulary that are being taught in the special reading room.

This team of teachers needs to work together in selecting materials according to each pupil's instructional level and needs, as well as in supplementing each others teaching.

3. Between teacher and pupil

One of the vital ingredients of a well-motivated corrective reading approach is the learner's feeling that the program is his program, not something imposed upon him by somebody else. He needs to take an active part in planning his program.

This does not mean that the teacher should adopt a passive role or abdicate her responsibility. She encourages the learner to make suggestions, but is obligated to point out important issues the learner may have overlooked, to correct erroneous interpretations and proposals, and to provide helpful guidance all along the way. By encouraging the learner to help in planning, she is creating an atmosphere of truly cooperative work.

Telling a child exactly where he stands on standardized tests is not recommended for the sensitive, easily discouraged child or for the child whose reading is on a par with his general intellectual development; but for the more able child who is reading far below his capacity, it might well serve as the needed stimulus. The standardized tests used for this purpose help the child appraise progress and become aware of his needs.

In some instances children have learned that they get desired attention by not making progress in reading. In such cases the teacher must be able to put across the idea that (1) the child doesn't have to read if he doesn't want to, (2) she likes him, (3) she would like to see him succeed, and (4) he is the only one who is losing out. At the same time she will need to praise him for the many things he does well and show affection for him in various ways.

The relationship between teacher and pupil must be a warm, friendly, constant one, for it is important for the child to know that he is liked although at times his behavior is unacceptable. And, too, the child feels secure when his teacher is stable and dependable.

4. Between the school and the parent

Perhaps the most consuming interest of parents now and always, has been the welfare of their children. In so far as school is concerned, parents' prime concern is that their children learn to read well. Because of this consuming interest, parents are usually most anxious to learn about the reading program.

a. Group meetings

An explanation of the reading program is probably best accomplished by parents' meeting. If a series of group meetings is planned, a variety of topics such as those which follow could be reviewed by teachers, administrators, and/or special consultants:

- The important aspects of child growth as related to reading success: health, vision, hearing, sex differences, emotional stability, social contacts, and rich experiences

- The importance of readiness for each level

- The steps in teaching a story

- The place of phonics and other word-attack skills in the reading program

- Getting meaning from reading

- The development of work-study skills

- Becoming independent readers

Whenever possible a demonstration dealing with the topics discussed is highly rewarding. An opportunity for questions or comments following the demonstration will help to clear up misunderstandings.

The use of films, tapes, and slides is often an effective technique of informing parents. A partial list of such films follows:

Gregory Learns to Read; Available from Audio-Visual Materials Consultation Bureau, College of Education, Wayne State University, Detroit 2, Michigan.

Reading; Available from Jam Handy Organization, Detroit, Michigan.

How Your Child Learns to Read; Available from the Director of Audio-Visual Education, Board of Education, Salt Lake City, Utah.

They All Learn to Read; Syracuse University. (Shows four different groups reading at different levels)

Encyclopedia Brittanica Primary Reading Series; Set of six films.

Background for Reading and Expression Films; Coronet.

Sprout[1] reports success in presenting to parents a series of recorded sections of reading lessons dealing with phonics in grades one through six. A set of slides accompanied by tape has been developed by Percy Bruce of Roslyn Height, New York, and used with success at parent meetings.[2]

If only one group meeting is planned, the content of the presentation will have to be more inclusive. A discussion of the topics developed under the first section of this paper, "The Developmental Reading Program Is of Primary Importance," would give an overview of the total reading program.

b. Individual parent conferences

Once the parent understands how reading is taught, he will want to know how his child is progressing. The individual parent conference is the made-to-order technique for giving and gaining information about an individual child's progress. It is especially important that an individual conference be held for children selected for the special reading classes.

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[1] Sprout, Janet E., "Using Tape Recordings of Reading Lessons With Parents," International Reading Association Conference Proceedings, Vol. 3, 1958, pp. 144-146.

[2] Smith, op. cit., p. 519.

Following are some suggestions for making a conference purposeful and profitable:

1. Records of a child's work and test results should be at hand. These could include:

   . Cumulative reading record.

   . Tests administered for selection--mastery tests, survey tests, and sight word tests. As a rule the test of mental ability would not be at hand. However, if a parents asks about his child's mental capacity, do not give the numerical I.Q. score, which should be regarded as only an estimate with probable error. It is better to give the range in which the I.Q. falls. The range is a type of labeling which should also be regarded as only an estimate.

   . A cumulative record of test results of a regular testing program has been carried over the years.

   . Examples of the pupil's work.

2. The teacher should ordinarily take the initiative in beginning the conference on some positive aspect of the child's development or behavior.

3. The teacher should point out the child's major strengths and weaknesses which were determined from test results, information available, and teacher observation. Explain that on the basis of the findings, the child has been selected to receive special help in reading.

4. Encourage the parent to make any contributions, offer any suggestions, or discuss any of the child's problems from the parental point of view. This should be a two-way conference.

Following are a few selected professional references which will assist the teacher in planning for individual parent conferences:

- d'Evelyn, Katherine E., Individual Parent-Teachers Conferences, Bureau of Publications, Teachers College, Columbia University, 1945.

- Langdon, Grace and Stout, Irving W., Teacher-Parent Interviews, Prentice-Hall, 1954.

- Osborne, Ernest G., Parent-Teacher Partnership, Parent-Teacher Series, Bureau of Publications, Teachers College, Columbia University, 1959.

c. How parents can help their children in reading

Russell says that although the roles of the parent and the teacher in helping children read better overlap, there is one marked difference. He states, "Parents are concerned most with the general development and the background of experiences of the child. Teachers are concerned most with some of the specific skills and habits which must be mastered by children and which are best taught in careful sequence by professionally trained persons. Both can encourage children in developing a range of reading interests, but parents must assume responsibility for early experiences which enable the child to interpret printed pages, and teachers must assume responsibility for the development of word-recognition skills, comprehension abilities, and specific techniques involved in study habits with books and other materials."[1]

Following are some concrete suggestions which parents can carry out in helping their children in reading:

- Set good examples for their child by doing some reading themselves, thereby illustrating that reading brings them information and/or pleasure. The attitude of the parents toward reading is an important factor in the development of the child's attitude toward and interest in reading.

- Provide many new experiences for their child, especially those that will enrich the units being studied in reading, social studies, health, and science.

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[1] Russell, *op. cit.*, p. 589.

- Keeping in mind that their child's listening and interest levels are above his reading level, read aloud to him, even after he has learned to read in order to help:

  Maintain his interest in reading
  Develop his powers of concentration and imagination
  Enrich his experiences
  Increase his store of language meanings
  Develop his esthetic taste and appreciation

- Make accessible interesting and easy books and magazines of literary value for their child to look at or read for enjoyment and/or information. They can borrow many books from the libraries. They can encourage fond relatives and friends to give their child books instead of other gifts.

  Sometimes it is difficult to determine the reading level of some library books. In this case, the child could read orally from the book. If he has difficulties with more than one percent of the words--more than one word out of a hundred running words--the book probably is too difficult for independent reading. However, if the child is particularly interested in the book and if the parent has the time and patience, such a book could become a sharing book whereby the parent reads the more difficult portions and the child reads the pictures and easier parts.

- Make it possible for their child to have a library corner or book shelves of his own.

- Help their child establish the habit of using the city library.

- Encourage the discussion of a book, story, article, riddle, or joke which the child heard or read.

- Encourage creative interpretations of what the child heard or read. He could make illustrations, build settings, dramatize, and make up original stories and poems to tell or write.

- Provide picture dictionaries and, later, conventional dictionaries.

- Play reading games with their child, particularly games which will help the child with troublesome words, phrases, sounds, and word meanings.

- Take advantage of or set up situations for their child so he needs to read directions in order to make an article, read road maps and signs, read menus and recipes, and so forth.

- When a child does not know a word, tell it to him, if he is in the beginning stages of reading. Parents should show no concern when their child must be told that specific word several or even many times. Some words require many repetitions before they are finally mastered.

  If their child is in a later stage of reading, they can help him work out the word by looking at the nearby picture, if there is one, skipping over the unknown word and reading the rest of the sentence to see whether this suggests a new word, and checking to see whether the word makes "sense" in the sentence.

  If the child is at a more advanced level in reading and has learned how to use the dictionary, he should be encouraged to use it in determining the word.

- Avoid drilling on listed words or words in packs. Instead, encourage their child to read many easy books whereby he can get the extra practice with words as they are used in meaningful context.

- Avoid drilling on isolated sounds. Through visitations and conferences, parents can gain an understanding about the modern way of teaching phonics.

d. Provide a parent bookshelf

The school could provide an excellent service for parents by making books such as the following available to them:

Ames, Louise Bates, and Ilge, Frances L., Parents Ask, Harper and Row, 1962.

Artley, A. Sterl, Your Child Learns to Read, Scott, Foresman, and Co., 1953.

Bond, Guy L. and Wagner, Eva Bond, Child Growth in Reading, Lyons and Carnahan, 1955.

Dolch, Edward W., Helping Your Child with Reading, Garrard Press, 1956.

Gudridge, Beatrice M., Happy Journey, Department Elementary School Principals, National Education Association, 1953.

Larrick, Nancy, A Parents' Guide to Children's Reading, Doubleday and Co., 1958.

Smith, Nila B., Sailing into Reading, Department Elementary School Principals, National Education Association, 1956.

Stull, Edith G., Janie Learns to Read, Department Elementary School Principals, National Education Association, 1954.

These shelves could also include periodicals, service bulletins issued by the publishers of basal readers, and reading lists for children.

IV

THE CHALLENGE OF A GOOD ON-GOING READING PROGRAM

No longer do school people accept the belief of a generation or two ago that children "learn to read" in the primary grades. Instead, teachers, school administrators, and many parents have for many years accepted the fact that reading instruction must continue through the intermediate grades and, for many children, through the junior- and senior-high-school years.

In summarizing research findings, Spache[1] points up the fact that a more inclusive program is in the offing. He reports that "In reviewing national trends in teaching high school

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[1] Spache, op. cit., p. 45.

English, Arno Jewett cites instruction in reading as one of the fifteen most significant movements."[1] Findings indicate that this trend is an outcome of the increasing magnitude of reading problems in secondary schools as well as the marked relationship between reading skill and academic success, thus confirming the need for reading instruction at this level.

Spache points up the need for a continuous developmental reading program in an article written for parents. He states, "By the time your child reaches junior high school, he is probably well-launched as a reader, but that doesn't mean that he can rest on his oars. High school and college courses require reading skill far beyond what he needed in elementary school.

"For example, your child must not only be able to read at a reasonable rate, but he also needs to develop a number of variations in speed of reading. He must learn to vary his reading rate from 100-200 words a minute to 600-700 words.

"The high school and college student must learn the rapid reading techniques of previewing before careful reading, of skimming for main ideas and some details, and of scanning for a single word or fact without reading the whole page. These rapid reading and study habits have to be acquired, for otherwise the student will be swamped by the ever-increasing amount and difficulty of his reading assignments.

"His reading vocabulary will also have to increase at a brisk rate. Each new subject he comes to has its own special vocabulary and its own symbols and concepts, to say nothing of the fact that it may use many familiar words in entirely new ways.

"And a flourishing technical vocabulary is not enough; he must also be addding to his general vocabulary if he is going to mine the gold in many good books, magazines, and newspapers.

"In order to have real understanding of what he reads, the high school or college student needs to read critically: to investigate and compare many sources of information; to recognize the author's purpose, viewpoint, and prejudices; to sort out opinion from fact in all kinds of materials; to form his own opinions once sufficient facts are available; and to be aware of the emotional appeal or other devices a writer uses to influence his readers' beliefs and opinions.

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[1] Jewett, Arno, "National Trends in Teaching High School English," English Journal, 46, September, 1957, pp. 26-29.

These are only a few of the skills needed in high school and college reading.

"Can the school help students to develop these skills? Yes; many research studies have demonstrated the values of advanced reading instruction. Among these results are reduced school failures and dropouts, improvements in grades, savings in study time and effort, and greater efficiency and satisfaction in doing all kinds of reading."[1]

In the above quote it will be noted that emphasis is upon the needs for the development of new, high-level skills. These skills will require direct and sequential instruction as well as continued instruction in basic skills as needed.

Besides the development of skills there is also need for providing for extensive free reading in such a developmental reading program.

Spache[2] states that "There is certainly sufficient evidence of the values of developmental reading to insure continued growth of the programs" in the schools now having secondary reading programs. He feels that with adequate planning, more trained personnel and improved teaching materials, these programs can be expected to spread throughout our country. Experience should solve some of the organizational and administrative problems which now seem insurmountable.

Since the range of reading abilities is even greater than in the elementary school, there is continued need for a corrective reading program at the junior and senior high school levels. Pupils needing help in reading will need to be sectioned and have special materials not only for reading instruction but also for the content areas.

Spache[3] refers to J. Roy Newton's recent textbook which gives an excellent review of the problems involved in organizing and implementing a secondary reading program and suggests that it be read by all persons involved in such planning.

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[1] Spache, George D., "Beyond the Elementary Years," A Briefing for Parents: Your Child and Reading, National Education Association, pp. 11-12. (No copyright date given)

[2] Spache, George D., Toward Better Reading, Garrard Publishing Co., 1963, pp. 52-53.

[3] Ibid., pp. 52-53.

APPENDIX A

A PARTIAL LISTING OF MATERIALS FOR RETARDED READERS

Series of Books Written Especially for Retarded Readers

American Adventure Series, Wheeler Publishing Co.; Popular over a wide range of ages with grade level readability for grades two through six.

Basic Word-Study Skills for the Middle Grades, A self-instructional program, Ginn and Co.; The two programmed texts--The Letters and Sounds in Words and Words and Their Parts--apply the techniques of active participation, self-instruction, self-correction, immediate reinforcement to reteaching, and review of word-study skills. They are designed primarily for pupils who need special help in grades four and beyond.

Basic Vocabulary Series, Garrard Press; Written for poor readers at second- to third-grade level.

The Childhood of Famous Americans, Bobbs-Merrill; Written at fourth-grade level and designed to interest junior high school pupils.

Cowboy Sam Series, Benefic; For pupils reading at second- and third-grade levels.

Desert Treasure and The Adventures of Canolles, Harr-Wagner; Original stories by Heffernan written at the fourth-grade level for junior high school.

Pleasure Reading Series, Garrard Press; Written for poor readers at second- to third-grade level.

SRA Better Reading Books, Elizabeth A. Simpson, Science Research Associates, 1951; These books and their accompanying "SRA Reading Progress Folder," are especially designed to help students check on their progress in reading rate and comprehension, at the junior high school level. There are three books designed for successive levels of reading difficulty. Book I contains articles ranging from grade 5.0 through 6.9. Book II contains articles ranging from 7.0 through 8.9. Book III contains articles ranging from grade 9.0 through 10.9. Each volume includes twenty selections accompanied by comprehension and vocabulary checks. Selections are literary in quality by authors such as O. Henry, Mark Twain, and James Thurber.

Walt Disney Story Books, D. C. Heath; For primary grade readers.

Teen-Age Tales, Ruth Strang, et al., D. C. Heath & Co., 1959; The eight books in this group offer sparkling enticement to low-ability or reluctant readers. The stories and nonfiction selection deal specifically with teen-age interests. Books A and B are of third-grade reading level. Books one through six maintain a fifth-sixth grade level of difficulty. A teacher's manual is available for each book.

Series of Workbooks and/or Work-Type Texts Which Can Be Used to Strengthen and/or Reteach the Skills

Basic Reading Skills for Junior High School Use, William S. Gray, et al., Scott, Foresman and Co.; This text workbook provides a refresher program on reading skills for junior high school students not reading up to their grade level. Pupils must be able to read at a fourth grade level in order to use this material. Three survey tests are included to help in analyzing the reading needs of the pupils.

Be a Better Reader Series, Nila B. Smith, Prentice Hall, Inc.; This series consisting of six books is designed to (1) maintain, develop, and increase the basic common reading skills needed in reading all types of materials and (2) develop special skills needed for effective reading in the different areas of literature, social studies, science, and mathematics. The topics appeal to teenagers. The reading skills are those most frequently needed in studying text and reference books at this level. Book I is for fifth and sixth grade reading level, Book II for sixth and seventh grades, Book III for seventh and eighth grades, Book IV for eighth and ninth grades, Book V for ninth and tenth grades and Book VI for tenth to twelfth grades. These texts can be used either as remedial or developmental materials.

Diagnostic Reading Workbooks, Eleanor M. Johnson, Charles E. Merrill Books; This series of workbook-type texts for grades one through six use carefully graded story units with high-interest content to hold pupils' attention. The practice exercises following each reading unit test and give practice in the important reading skills--including the ability to comprehend facts, vocabulary development, word analysis, and the ability to find the main ideas in a selection. Procedures for intensive training and for regular checking of normal or remedial groups are included in the front of the books. Answer keys are also available.

This series is also available in Spirit Duplicating form, designed for use with direct liquid process duplicators.

New Phonics Skilltext, Mae McCrory, et al., Charles E. Merrill Books, Inc.; These workbooks for pupils with reading ability of grade one to five have exercises to provide perceptual training--auditory, visual, speech, and kinesthetic. Vital phonics and word recognitition skills are developed to reinforce and round out any basal reading program.

Phonics We Use, Mary Meighen, et al., Lyons and Carnahan; The selected vocabulary in this series consists of words found at least four times in vocabulary lists compiled from the vocabularies of seven widely used basic reading series. The word analysis exercises provide practice in word perception skills. Book A is classified as easy first year level, Book B is first and easy second reader level, Book C is more difficult second reader level, Book D is easy third level and Book E is more difficult third reader and fourth reader level for use with fourth-sixth grade pupils needing a review of the complete word-analysis program. Book F is for grades four, five, and six and above.

Reading Essential Series, Leavell, et al., The Steck Co.; Many exercises in phonetic and structural analysis. Teaching aids and games also available.

Reading for Meaning, W. S. Guiler and J. H. Coleman, J. B. Lippincott Co., 1955; In this series there is one book for each grade, grade six through grade twelve. Each contains work in word meanings, central idea, identifying facts, outlining and drawing conclusions. There is a teachers manual for grades four through eight and another for grades nine through twelve.

Reading in High Gear, Myron Woolman, Science Research Associates; This series has been developed specifically to provide instruction for culturally disadvantaged learners. It is appropriate for use with pre-dropout adolescents. Because it begins at the initial stage of the reading process and progresses very gradually it is suitable for use even with virtual non-readers. The total program is divided into three major cycles and each, in turn, is subdivided into segments. Students must begin with Cycle I. Cycle I, Learner's Workbook, consists of four books; Cycle II, Learner's Workbook, consists of two books; Cycle III, Learner's Workbook, consists of two books. Instructor's manuals are provided for each cycle.

Reading Skill Builder, Lydia Anstill Thomas (Editor), Readers' Digest Educational Service, Inc.; These work-type booklets contain stimulating, varied stories and articles from Readers' Digest, rewritten for reading levels two to eight. The word count is given for each article, making it easy to use for a speed and comprehension check. functional work-type activities following each selection emphasize comprehension, interpretation, and word meanings, The teacher's edition for each book has answers in bold-face type.

Reading Skilltext, Eleanor Johnson, Charles E. Merrill Books, Inc., 1961; This series of workbook-type texts for reading grade levels one through twelve have four features which tend to keep them in wide use: short one- or two-page articles of interest, a systematic comprehensive reading-skill improvement program--particularly with the interpretation of skills, a testing plan to determine reading levels and measure progress, and an individual progress record to help detect weaknesses and stimulate progress. Those which could be used with junior high school students are: Tom Trott--grade five reading level, Pat the Pilot--grade six reading level, Modern Reading--Book one for grades seven through nine, Book two for grades eight through ten and Book three for grades nine through twelve.

Standard Test Lessons in Reading, William A. McCall and Lelah Mae Crabbs, Bureau of Publications, Teachers College, Columbia University; These speed and comprehension tests may be used with pupils from third to twelfth grades. Books A (reading level of second to fourth grades), Book B (third to fifth), Book C (fourth to sixth), Book D (fifth to seventh), and Book E (seventh to twelfth), each consist of 78 three-minute speed and comprehension tests. Pupils can check by use of a key and keep a record of their progress as described in the manual.

A Vocabulary Builder, Books one through seven by Austin M. Works, Educators Publishing Service, 1963-1964; This series of workbook-type texts suitable for senior high school pupils uses a series of exercises to build vocabulary through word analysis, word building, analogies, and words in context. Book seven is the easiest level and book one is the most difficult.

Single Books for Use with Retarded Readers

Developing Spelling Power, Karlene V. Russell, et al., Harcourt, Brace, and World, Inc., 1957; The lessons are designed to develop, at the intermediate level, auditory and visual discrimination abilities so important in word perception in both spelling and reading. They strengthen the pupils' powers of listening and observation, and sharpen their acuity in word perception. Detailed directions and suggestions are provided for the teacher. A booklet of sixteen worksheets are prepared for use by the pupils for certain specified lessons.

Flying the Printways, Carol Hovious, D. C. Heath & Co., 1938; Although this is not a recent book, it is one that is widely used in remedial reading in junior high school levels. It contains numerous short reading selections followed by exercises, stressing main ideas, details, word study, phrasing associations, mental pictures, following directions, rapid learning, outlining, and so forth. Tests of speed and comprehension are included also. A teacher's manual and keys are available.

How to Become a Better Reader, Paul Witty, Science Research Associates, Inc., 1962; this self-administering and self-evaluating book is designed to help students in grades nine through twelve increase their reading rate, improve their comprehension, and build their vocabularies. Included are twenty brief lessons on self-improvement followed by short exercises for development of rate, comprehension, and vocabulary, and individual reading progress folder, and a bibliography giving the title of many books organized according to major areas of student interest.

How to Improve Your Reading, Paul Witty, Science Research Associates, Inc., 1956; This is a do-it-yourself reading improvement book for pupils in grades seven, eight, and nine who can read at the sixth grade level or higher. By means of fifteen units on self-improvement of reading skills and eighteen selections with comprehension and vocabulary checks, the book emphasizes the importance of adjusting reading rate to the reader's purpose and the type of material, reading all types of graphic materials, transferring study techniques to assignments in other classes, and adopting the techniques of getting word meanings. A separate individual progress folder accompanies each book. Extra folders are available.

Reading Skills, Evelyn Wood and Marjorie Barrows, Holt, Rinehart, and Winston, Inc., 1958; This book is designed for poor readers in junior and senior high schools. It presents basic reading skills simply and one at a time.

It provides constant practice for the acquisition of these skills. The program includes correcting faulty eyes.

Wings for Reading, Carol Hovious and Egla Shearer, D. C. Heath & Co., 1952; This book is of sixth grade difficulty. It stresses self-inventory, main ideas, details, and word study. Each skill is discussed, then followed by a group of short stories and exercises, giving opportunity for practice in that skill and additional tests and exercises in word study.

Word Attack: A Way to Better Reading, Clyde Roberts, Harcourt, Brace, and World, Inc., 1956; This is a textbook for remedial reading classes in grades eight, nine, and ten. It includes a wealth of different exercises requiring the student to examine a new word in a systematic way. This is achieved by training students (1) to associate the printed symbol with sound, (2) to make use of clues in word recognition, (3) to analyze prefixes, suffixes and word roots, and (4) to gain skill in getting help from the dictionary. A teacher's edition is available.

Reading Word Games and Other Practice Activities for Maintenance of Skills

Dolch Play-Way Learning Games, E. W. Dolch, Garrard Press; These materials are carefully designed to teach in the spirit of play. Following are some of these games listed in approximate order of difficulty.

"Picture-Word Cards"--These cards teach the ninety-five nouns which careful study has found to be of the widest use in well-known sets of readers.

"Basic Sight Vocabulary Cards" or "Popper Words"--These teach the 220 service words which make up 50 to 75 percent of all school reading matter. They are recognized instantly by good second-grade readers and by average third-grade readers.

* "Group Word Teaching Game"--This is a "bingo"-type game, sometimes call "Look," which teaches the 220 basic sight words which make up about two-thirds of the vocabulary in all primary reading books and about half of much adult reading matter. The words are arranged in sets of increasing difficulty.

"Sentence Game," formerly called "Sight Phrase Cards"--This teaches four important things: (1) recognition of common words, (2) recognition of common phrases, (3) habit of reading in phrases, and (4) wider perception span in reading. The phrases are made up of words from the list of 95 most common nouns and the 220 basic sight words.

- * "Consonant Lotto"--This game teaches pupils to hear how a word begins and the association of sound and letters for single consonants, consonant blends and consonant digraphs.

- * "Vowel Lotto"--This game can be used after the consonants are known. It teaches all the vowel sounds. It teaches the child to hear vowel sounds then which sounds go with which vowels and combinations of vowels. The associations of the vowel sounds and vowels are made to include short vowels, long vowels with final "e," vowel with a silent vowel after it, vowel diphthongs, and vowel with "r."

- * Group Sounding Game--This game stresses listening. Pupils must learn to listen to the sound of words, to parts of the word sounds, and to the sounds of single letters. They also learn that certain letters and letter combinations stand for certain sounds. There are fifteen sets of cards which teach all fourteen steps in sounding. Pupils in grades two to eight can increase their analysis power by playing this game.

- * "Syllable Solitaire"--This game, which is played individually, teaches sight recognition of practically all of the 101 most common syllables. The game consists of two sets. Set I is made up of thirty-two pairs of words, each beginning with a common initial syllable. Set II is also made up of thirty-two pairs of words, each pair ending with a common final syllable.

Linguistic Block Series, Stolpen, Tyler, & Pounds, Scott Foresman & Co.; This series is designed to help children gain an awareness of the structure of our language. In working with the blocks, pupils also add to the stock of basic, high-frequency words that they are learning to perceive instantaneously.

> The First Rolling Reader--Primer level; Set of ten plastic blocks containing fifty different Pre-Primer and primer words.

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*This game may prove helpful at the junior high school level for some retarded readers.

The Second Rolling Reader--Book one level; Set of ten plastic blocks containing fifty-four different words.

The Third Rolling Reader--Book 2/1 level; Set of ten plastic blocks containing fifty-four different words.

Rolling Phonics--Consonants; A set of ten blocks designed for practice in transforming known words to new ones by adding or substituting initial consonants or consonant blends.

Rolling Phonics--Vowels; A set of thirty word blocks planned to give primary children practice in associating vowel sounds with letters and in developing just recognition of major sound-spelling patterns.

New Speech Improvement Cards, Revised Edition, Bryngelson and Glaspey, Scott, Foresman, & Co.; Includes Set A--Test Cards, Set B--171 Picture Cards, Set C--nine game cards, and manual.

Phonic Key Cards, Lelia Armstrong and Rowena Hargrove, McCormick-Mathers Publ. Co.; These pictured key cards accompany the workbooks of the Building Reading Skills Series. They can be used when teaching the sounds of consonants, vowels, blends, digraphs, and diphthongs.

Webster Word Wheels, William Kottmeyer, Webster Publ. Co.; These sixty-three word wheels for pupils in middle and upper grades include twenty-five beginning blend wheels stressing fourteen common beginning blends; twenty prefix wheels stressing eleven common prefixes; and eighteen suffix wheels stressing eighteen common suffixes. Pupils who have been given basic instruction in sound blending and syllabication techniques can be expected to work independently with these materials.

Word-Analysis Practice Cards, Donald D. Durrell, et al., Harcourt, Brace, and World, Inc.; A series of ninety cards that form three levels--A, B, and C--with which children reading at the four, five, and six grade levels can achieve growth in skills of reading, language, and spelling. Each word is analyzed, pronounced, classified by meaning, written, read and spelled. These cards are self-motivating, self-directing and self-correcting. Pupils may work individually or in pairs.

Magazines and Other Children's Periodicals

Plays, Plays, Inc., Boston; This is a monthly drama magazine for pupils in grades three through twelve. In this magazine a variety of plays motivates expressive oral reading and provides opportunities for pupils to work together regardless of reading levels.

Junior Scholastic, Scholastic Magazines; This is a weekly magazine for pupils in social studies and language arts classes whose reading grade level is six, seven, or eight. A variety of reading skills are needed for reading the various articles and working the exercises in comprehension and vocabulary building.

My Weekly Reader, American Education Publications; This is a weekly magazine for kindergarten through sixth grade. A variety of reading skills are needed for reading the various articles and working the exercises in comprehension and vocabulary building.

Practical English, Scholastic Magazine; This weekly magazine is for grades nine, ten, eleven, and twelve, bringing fresh and interesting material for teaching and basic communication skills--reading, speaking, listening, and writing. The reading improvement activities include self-grading speed and comprehension tests and a one- or two-page section entitled "Read All About It" for emphasizing the reading skills.

Read, American Education Publication; This weekly magazine can be used in social studies, English, and reading classes with pupils whose reading grade level is six, seven, eight or nine. Each issue contains exercises to maintain and improve interpretations, word perception, and work-type skills in reading.

Kits Designed to Help Pupils with Reading Disabilities

American Reading Round Table, American Book Co., 1963; (Manolakes, Dordick, Scian) A series of many small, paper-bound stories at levels from first grade to about fourth, many by well-known children's authors. Designed especially for individualized reading with short exercises of various types printed in the booklet. Also valuable as a supplementary reader when a basal series is being used. Interest level is high, and they vary from the old favorites (The Litle Red Hen and The Gingerbread Boy) to the up-to-date (Ham the Astrochimp).

Building Pre-Reading Skills, Kit A Language, Russell, David H., et al., Ginn & Co., 1965; Although this kit is designed for the pre-reading level, it could be used with the primary child who has severe reading disabilities. The many pictures, with their great variety of content, were designed to help children develop and strengthen the language and thinking skills necessary to success in learning to read. The manual gives detailed guidance in (1) increasing vocabulary, (2) developing creative and critical thinking skills, such as seeing the main idea, drawing inferences, classifying and generalizing, and recognizing and interpreting emotions, (3) developing auditory perception and (4) developing visual discrimination.

Building Pre-Reading Skills, Kit B Consonants, Russell, David H., et al., Ginn and Co., 1965; This set provides direct experiences with the sounds, forms, and names of fifteen consonants.

Invitations to Personal Reading, Scott, Foresman, and Co., 1965; Separate sets of twenty-five top-flight library books, with teaching aids, and a resource book for each of the primary grades can form the nucleus of the classroom library. Subjects range from the factual to the fanciful, with samplings of biography, realistic and historical fiction, poetry, art, and nonfiction. Easy, average, and advanced books for the grade are included in each set. A personal reading record is also available.

The Macmillan Reading Spectrum, The Macmillan Co., 1964-65; This individual program is designed to individualize reading instruction in the intermediate grades but is useful in junior high school as a remedial program. The program consists of (1) The Spectrum of Skills and (2) The Spectrum of Books.

> The Spectrum of Skills provides sequential instruction in three areas. It is multi-level in each of these three areas, providing six skills booklets in word analysis (Weinberg), six in vocabulary development (Deighton) and six in comprehension (Sanford, et al.). A teacher's guide and pupil record books are also provided.
>
> The Spectrum of Books provides a classroom library of thirty outstanding children's books for each intermediate grade. They were related by Shelton L. Root, Jr.

Pilot Library Series, Science Research Associates; This series is designed to bridge the gap between reading instruction and independent reading. It encourages reluctant readers to more extensive reading and serves as a guide to the more avid readers. There are three libraries, IIa for fourth grade, IIc for sixth grade, and IIIb for eighth and ninth grades. Each library comprises seventy-two selections spanning a range of reading levels corresponding to the levels in the Reading Laboratories. These books are keyed to Power Builder selections so that a student may continue reading on the same topic at his individual reading level.

Student materials provide activities for measuring comprehension.

Reading for Understanding, Science Research Associates; Reading for Understanding performs the vital task of helping students to draw logical conclusions from given information.

The program is available in two editions, the General Edition for use from fifth grade through high school and college and the Junior Edition for use in grades three through eight. A Senior Edition will be available soon.

Each of the two units in the series comprises four hundred lesson cards arranged on a continuum of one hundred different levels of difficulty. A single placement test indicates the level at which each student should begin. Each student works independently, recording his responses in his Student Record Book and checking his own work.

SRA Reading Laboratory Series, Don H. Parker, Science Research Associates, Inc., 1964; This is a multilevel individualized reading program with exercises worked out on separate cards kept in portable files. The major components of the various laboratories are:

> Power Builder--Each laboratory includes reading material on a range of difficulty levels to accommodate the various degrees of skill likely to occur at the grade level for which the laboratory is designed. The different levels are differentiated by color. Each level includes from twelve to twenty selections with accompanying activities.
>
> Word Games--In conjunction with the primary program, Reading Laboratory I: word games provide a unique means of reinforcing phonics instruction. The accompanying Phonics Survey enables the teacher to diagnose the instructional needs of each student and the Teacher's Handbook provides information about specific games to be played to correct specific problems.

Rate Builders--At the fourth grade level, Rate Builder cards are introduced to develop speed and concentration. Rate Builders span the same range of difficulty levels and are designated by corresponding colors.

Listening Skill Builder--All levels of the laboratory include activities for developing listening skills.

Student Record Books--Students record their responses in student record books or on appropriate worksheets.

After the functional levels of students have been determined, the child corrects his own work, with occasional guidance and spot checking.

The laboratories are organized as follows:

Reading Laboratory I: Word games is the phonics portion of the primary program grades one through three. Reading Laboratory Ia, Ib, Ic includes "My Own Book for Reading/Listening" and Teacher's Handbook for respective levels Ia grade one, Ib grade two, and Ic grade three.

Reading Laboratories IIa, IIb, IIc are for grades four, five, and six respectively. Reading levels for IIa are from 2.0 to 7.0, for IIb 3.0 to 8.0, IIc 4.0-9.0.

Reading Laboratory Elementary Edition is designed for grades four, five, and six and offers a wider spread of reading levels and should be used where most generalized instruction is suitable. Reading levels are from 2.0 to 9.0.

Reading Laboratories IIIa, IIIb are designed for grades seven and eight, and for grades eight and nine respectively. Reading levels are from 3.0-11.0 in IIIa and 5.0-12.0 in IIIb.

Reading Laboratory IVa is designed for grades nine through twelve with reading levels 8.0-14.0.

The Webster Classroom Reading Clinic, William Kottmeyer and Kay Ware, Webster Division, McGraw Hill Book Co., 1965;

Conquests in Reading, a remedial reading workbook is the basic element in this kit. It provides (1) a systematic, concentrated, corrective program for the phonetic and structural analysis skills, (2) a background in reading instruction, and refers the teacher to good supplementary material. A teacher's edition for Conquests in Reading directs the use of the workbook as well as when and how to use the supplementary materials and devices. These materials include:

The Magic World of Dr. Spello--which contains corrective exercises for spelling and reading skills.

The New Webster Word Wheels--provide independent study in all areas of phonetic and structural analysis deficiencies.

Basic Sight Vocabulary Cards--for individual study.

Group Word Teaching Game--involves the same 220 basic sight words.

The Reading Skill Cards--Individual study-type reading comprehension exercises. There are 224 cards for seven different reading levels grades 2-8.

Everyreaders--for recreational reading with controlled reading level.

The series of ten readers are compilation of some of the world's favorite books adapted so that no book exceeds the fourth grade level in reading difficulty, yet is of high interest for children ten through eighteen.

The Teacher's Guide for Remedial Reading--a professional guide.

Whitman Classroom Bookshelf, Science Research Associates; This is comprised of eight different series of supplemental reading books.

Beginner's series

Tell-a-Tale: Thirty-six stories for kindergarten through second grade.

The Bobbsey Twins: Three titles for grades three through six.

The Tucker Series: Six titles for fourth through sixth grades.

Giant Books: Five collections for children up to the sixth grade.

Junior series

Learn About Series: Twelve books for intermediate grades.

The Badger Series: Fourteen titles for social studies reading for grades four through eight.

The Classic Series: Twelve favorites for upper elementary pupils.

Building Reading Power, Joseph O. Loreton, et al., Charles E. Merrill Books, Inc., 1964; High in interest, low in vocabulary level, this new programmed course for junior high school pupils is designed for every student who reads at about the fifth-grade level and whose reading inabilities hinder progress in other areas. It is self-administering, self-correcting and self-regulating. Material used in the booklets is never elementary in context but is suitable even for adults. The fifteen different booklets are nonconsumable, for responses are written on separate sheets.

Audio-Visual Materials and Equipment

Charts

Some basic reading series have charts which supplement the regular reading program. These could be used profitably in a reading improvement program. Refer to the various company catalogs for such materials.

Word Analysis Charts, Webster Division, McGraw-Hill Book Co.; A set of five charts and accompanying manual are designed to teach children to analyze words both phonetically and structurally. These charts can be used in conjunction with the Webster Classroom Reading Clinic or with most basal reading programs.

Word-Study Charts, Horracks, Norwick, Ginn & Co.; A set of twenty illustrated charts and manual may be used with any developmental reading program in grades one through six or for remedial work to teach or reinforce phonics and word-study skills.

Films

Following is a partial listing of films grouped according to the area of the reading program with which they are predominantly concerned:

Auditory Discrimination

Fun With Speech Sounds. Coronet. Training in correct articulation of speech sounds. Primary.

Listen Well, Learn Well. Coronet. Identifying, listening to, and visualizing sounds.

The Library

Beginning Responsibility: Books and Their Care. Coronet. How to use and care for books. Primary grades.

Discovering the Library. Coronet. Introduction to the public library. Elementary grades.

Know Your Library. Coronet. How to use the library, reference materials, card catalog. Junior High.

It's Your Library. Mahnke. Ten minutes. Explains essentials and profitable use of a library. Elementary grades.

Library Adventure. Neubacher. Twelve minutes. Use of the library. Intermediate grades.

Library Organization. Coronet. Explains card catalog and Dewey decimal system.

Comprehension

How Effective Is Your Reading? Coronet. Suggests ways to improve reading, such as skimming and other techniques.

How to Read a Book. Coronet. How to select a book, use a systematic approach, and read at varying rates.

How to Read Newspapers. Coronet. Shows various techniques and the importance of critical evaluation.

Keys to Reading. C-B Educational Films. Three sound films. Developing the significance of words, phrases, sentences, and paragraphs in reading and how to fully understand them. Grades seven through twelve.

Literature Appreciation; How to Ready Essays; Novels; Plays; Poetry; Stories. Coronet. Eleven to thirteen minutes. Shows the appropriate way to read each of the various literary forms.

Pathways to Reading. C-B Educational Films. Six minutes each. Intermediate grades and Junior high.

Why Read? Sets purposes for reading.

How to Read. Covers word recognition, vocabulary, and phrase reading.

What Did You Read? Hits elements of comprehension.

Was It Worth Reading? Is concerned with evaluation of what is read.

What Is In A Book? Is about how to use a book effectively.

Phrase Reading Series. C-B Educational Films. For grades six through fourteen. Series of fifteen practice films and one introductory film. Student's manual available containing correlated exercises.

Reading Improvement. Coronet. Five films for high school dealing with the good reader, word recognition, vocabulary, comprehension and speed.

Vocabulary Development

Better Choice of Words. Coronet. Better diction and more accurate communication. Junior-senior high.

Building Your Vocabulary. Coronet. Dramatizes the need for self-improvement in vocabulary. Senior high.

Word Building in Our Language. Coronet. Structural analysis of words. Junior High.

Study Habits and Skills

Building an Outline. Coronet. Suggestions for making an outline from written materials. Junior-senior high.

How to Concentrate. Coronet. How to overcome distractions. Junior-Senior High.

How to Develop Interest. Coronet. How to structure self-purpose for study.

How to Judge Facts. Coronet. Shows common errors in thinking and the danger of basing assumptions on these. Junior-senior high.

How to Study. Coronet. Suggestions for making study habits better. Junior-senior high.

How to Prepare a Class Report. Coronet. Steps in the preparation of oral and written reports.

Importance of Making Notes. Coronet. How to take notes when listening or reading.

Learning to Study. Encyclopedia Brittanica Films. Fourteen minutes. Describes important tools and habits of study. Junior high.

Look It Up! Coronet. Use of the library for many purposes. Junior-senior high.

Making Sense with Outlines. Coronet. Using a visit to a farm as the basis, an outline is formed. Intermediate grades.

Story-telling--Can You Tell It in Order? Coronet. Recalling sequence of events.

Use of References

Find the Information. Coronet. Use of indexes, card catalog and reference materials.

We Discover the Dictionary. Coronet. Use of the dictionary for meaning, spelling, and pronunciation.

Building Interest

A Treasure in Books. Pat Dowling. Shows a treasure hunt that ends in a library. Upper elementary grades.

Choosing Books to Read. Coronet. For the promotion of interest in books--relating purpose and level to available sources.

It's Fun to Read Books. Coronet. Shows how to care for books, where to get them, and how to read them for pleasure.

Pathways to Reading. C-B Educational Films. Grades four through ten. Five sound films designed to stimulate interest in reading and to provide information on how to read better.

Filmstrips to enrich the reading program

Following is a partial listing of filmstrips grouped by area of the reading program with which they are predominantly concerned:

Phonics (including auditory discrimination)

Filmstrips for Practice in Phonetic Skills. Scott Foresman, Co. A series of four filmstrips, the first two dealing with rhyme and beginning sounds for auditory training, then moving into letter sounds.

Fundamentals of Reading. Educational Services (Washington). A series including three strips on vowel beginnings, and word endings.

Learning Letter Sounds. Houghton Mifflin. A color filmstrip to accompany the kindergarten (or first grade) workbook of the same name (McKee and Harrison).

New Spelling Goal Filmstrips. Webster. Seven color strips for primary grades. Auditory discrimination, key words, beginning consonants and vowels.

Phonetic Analysis--Consonants. Pacific. Four strips for primary and intermediate grades.

Phonics: A Key to Better Reading. Society for Visual Education. Six filmstrips for primary and intermediate grades covering auditory discrimination, consonant and vowel sounds.

Phonics Practice. Learning Through Seeing. Two sets of twelve strips that combine word recognition and phonics.

Sounds We Use. Ginn. Series of sixteen in full color to develop and reinforce auditory and visual recognition of letter sounds.

Structural Analysis. Pacific. Eleven filmstrips for primary and intermediate grades.

Textfilms in Reading. Harper & Row. Several of these filmstrips, though designed to be used with the Alice and Jerry series, pre-primer to third reader, can be used independently. They deal with initial consonants, final sounds, and phonetic word parts.

What's the Word? Houghton Mifflin. Series of twelve featuring word analysis, word meanings, word meanings and use of the dictionary.

(The following group is related but on a higher level of sophistication.)

Adventures in Words. Filmstrip House. Four filmstrips, in color, on word structure and derivation. For junior-senior high.

Building Blocks of Vocabulary. Learning Through Seeing. Emphasizes root words. For senior high. Eighteen in a set.

Prefix and Suffix Mastery. Learning Through Seeing. Two sets of twelve each. Prefixes and suffixes and their meaning. For junior-senior high.

Word Mastery. Learning Through Seeing. Combine word recognition and derivation. Three sets, twelve each, elementary, junior and senior high.

Words, Their Origin, Use and Spelling. Society for Visual Education. Six filmstrips on derivation, structure, development and use of words. Intermediate, junior high.

Word Study Series. Young America. Six filmstrips on structure and word derivation. Junior and senior high.

Comprehension

How to Read: To Understand, to Evaluate, to Use. Society for Visual Education. Outlines principles for better reading and interpretation of books with cartoons.

How to Read Literature. Popular Science. Six filmstrips emphasizing the structure of literary forms (as the play, short story, etc.).

Inferring Meanings. Pacific. For primary, intermediate grades, on obtaining meanings not directly stated.

Main Ideas. Pacific. For primary and intermediate grades. Getting the central thought.

Reading for Understanding. Pacific. Five filmstrips on different reading techniques for comprehension. Primary and intermediate grades.

Reading Mastery. Learning Through Seeing. Paragraphs, phrased, with comprehension checks. Includes rate training. Elementary, junior-senior high. Two sets of twelve lessons each.

Vocabulary Development

Comprehensive Reading Lessons. Curriculum. Correlated filmstrips and vocabulary charts for twenty-one different stories, each story on three filmstrips.

Some Words Mean Two Things. McGraw-Hill. Two strips (color) for primary grades on word meanings.

Note: See also the second list under "Phonics" and the filmstrips on use of the dictionary under "Use of References."

Study Habits and Skills

Better Study Habits Series. Young America. Six filmstrips on language arts skills and study habits.

How to Listen. Society for Visual Education. Four filmstrips on discriminative listening. Junior-senior high.

How to Study. Society for Visual Education. Basic principles of study. Junior-senior high.

Learning to Study. Young America. Seven filmstrips on how to study more efficiently. Junior-senior high.

Using Books Efficiently. Pacific. Six filmstrips. Intermediate grades.

Note: See also the listings which follow under the heading "Use of References."

Use of References

Beginning Dictionary Skills. American Book. Four color strips with teacher's guide on entry words, pronunciation and use. Intermediate grades.

Circus Fun. McGraw-Hill. How to use an encyclopedia. Grades four through six.

Extending Dictionary Skills. American Book. Four color strips on entry words, exact meanings, parts of speech and using dictionaries. Junior High.

How to Use an Encyclopedia. Popular Science. How to use the encyclopedia in the classroom.

Know your Public Library. Bowmar. Explains the services of the public library.

Learning to Use the Dictionary. Pacific. Eight filmstrips for intermediate grades.

Library Series. Young America. Six strips on the dictionary, encyclopedia, Dewey decimal system, and card catalog. Junior-senior high.

Library Tools Series. Young America. Six strips on reference tools in the library.

Use Your Library. American Library Association. How to use the library; its various resources.

Use Your Library: For Better Grades and Fun, Too. Ben Evans and William A. Dennis. Use of the library.

Using a Dictionary. Webster. Color; for intermediate and upper grades.

Your Dictionary and How to Use It. Society for Visual Education. Instruction in the use of the dictionary. Six color filmstrips. Intermediate grades.

Your Library--A Treasure Chest. Society for Visual Education. How best to use the library.

Miscellaneous

Comprehensive Reading Lessons. Curriculum. Sixty-three filmstrips plus twenty-one charts designed to parallel topics or stories in any basal reading series.

Enrichment Film Strips. Enrichment Teaching Materials. In color. Correlated with the Landmark Series of books.

Filmstrip Reading Series. Pacific. Forty-two strips, in color, covering phonetic analysis, structural analysis, syllabication, reading to understand, use of the dictionary, use of the library, and effective use of books.

Machines and accompanying material for improving rate of reading

Films specifically prepared for remedial instruction and/or use in machines mentioned.

Harvard Reading Films, Second Series. Sixteen films for training in rate of reading accompanied by short tests on comprehension. Demonstration film available for free loan; remaining films for sale only. Harvard University.

Iowa High School Reading Training Films. Fourteen films for rate training, accompanied by comprehension tests. For sale only. Iowa State University.

Phrase Reading. Thirteen training films for high schools and college groups. Teacher's manual and students' workbooks available. C-B Educational Films.

Purdue Reading Films. Seventeen films for training at various speeds. For high school, college and adult groups. Instructor's manual and check tests available. For sale only. Purdue University.

Filmstrips specifically prepared for remedial instruction and/or use in machines mentioned.

Better Reading Series. A group of seventy filmstrips designed to improve speed in recognition of words and phrases. Thirty strips stress basic words and presumably can be used at levels ranging from the first grade to high school. Forty stress phrases and extend to adult level in usefulness. The words or phrases may be flashed on the screen at a speed of one-fifth of a second, as though by a tachistoscopic procedure. Stillfilm.

Controlled Exposure Series. A group of 14-36 filmstrips designed to offer training in each of the following: symbols, numbers, small letters, capital letters, spaced letters, words, and phrases. The word and phrase groups are available at primary, intermediate, and high school levels. These strips are used with the Tach-X, a filmstrip projector adapted to tachistoscopic projection. EDL.

Controlled Reader Series. Groups of filmstrips presented for primary, intermediate, junior high, and high school-college levels for rapid reading of lines of print uncovered by a moving slot. For use in the Controlled Reader, a still-film projector especially adapted for this type of exposure. Junior or table model also available. EDL.

Craig Reader. Filmstrip embedded in plastic is inserted in individual viewer. Line-by-line exposures of digits or reading selections is basic technique. Tests and practice books also offered. Craig.

Graded Word Phrases Speed-i-o-Strip Series. A total of fifty-seven filmstrips intended for training in rapid recognition of basic phrases. Seventeen are for use at primary reading levels; forty at intermediate grades. SVE.

The Perceptoscope. Offers reading training programs for adult, college, junior and senior high school groups. Includes filmstrips, test booklets, practice reading materials, and vocabulary study booklets. Teacher's manual offers outline of lectures on many reading skills and approaches. EDL.

Reading Speed-i-o-Strip Series. Sixteen filmstrips for training in rapid recognition of basic sight vocabulary, word groups and familiar objects. Designed for tachistoscopic projection. Offered for use at all grade levels up to and including high school. SVE.

Tachist-O-Filmstrips. Offers a variety of strips for tachistoscopic training in word recognition, phrase and paragraph reading, perceptual training, number recognition, study of prefixes and suffixes, and phonics. Learning Through Seeing.

Tachomatic 500 Reading Projector. Thirty-five filmstrips for grades 4,5,and 6 based on the Lyons and Carnahan reading series. Twenty filmstrips prepared in cooperation with Perdue Research Foundation for junior high use. Teachers guides are available. Psychotechnics, Inc.

Slides

Minnesota Efficient Reading. Group of 12 slides offering training in a basic selection of roots and affixes. Keystone.

Tachistoscopic Training Series. For perceptual span development. Includes slides for words, phrases, sentences, digits, and geometric forms. Keystone.

Pacers and controllers not mentioned in connection with the above

All-Purpose Tachistoscope Attachment. Converts any filmstrip or slide projector to tachistoscopic use. Lafayette.

AVR Eye-Span Trainer. A hand-operated shutter for training in flash recognition of numbers, words, and phrases in speeds of 1/25 to 1/100 second. Audio-Visual Research.

AVR Flash-Tachment. Used for adapting any 2 x 2 slide or film projector into a tachistoscope with speed control from 1/25 to 1/100 second. Audio-Visual Research.

AVR Rateometer. The movement of a plastic shutter down the page at controlled rates permits pacing of the reader, and is adjustable to a wide range of reading speeds. Audio-Visual Research.

Completely Automatic Projection Tachistoscope. Coordinates shutter speeds and slide changes to completely automatic presentation of slides. Lafayette.

Constant Illumination Tachistoscope. Eliminates flash appearance by using two projectors of slides or filmstrips. Lafayette.

Far-Point Tachistoscope. Table model viewer permitting use of home-made training cards. Available also for individual use in Near-Point Tachistoscope. Franklin Research.

Flash Reader. A hand-operated mask which is slid down from one line to the next for momentary exposure of the reading material. University Press, Sequoia University.

Flash-X. A hand tachistoscope with training materials of letters, numbers, arithmetic combination, words, and spelling words. EDL.

Franklin Pacer. A pacer with interchangeable shutters, one broad shutter to prevent regressions; a second, a thin rod to guide advanced readers. Franklin Research.

Keystone Reading Pacer. An electrically controlled metal rod moves down over reading material, thus setting a pace for the reader. Adjustable to a wide range of reading speeds. Keystone.

Keystone Tachette. An individual hand tachistoscope using the slides made for the overhead tachistoscope. Keystone.

Keystone Tachistoscope. An overhead projector using single or double size lantern slides. Masks permit control of the amount of the reading material projected. Shutter is adjusted to speeds ranging from 1/100 to 1 second, thus permitting a wide range of reading speeds. Offered for increasing both span and speed of perception. (See Slides for description of training materials) Keystone.

Reading-pacer. An inexpensive pacing device operated on flashlight batteries. A bar moves down the page at predetermined rates. T. Y. Crowell.

Reading Rate Controller. A pacer using a broad shutter to guide the reader. Rate controlled from 50-2000 per minute. Teacher's manual available. Stereo-Optical.

Reading Trainer. Specially printed matter is inserted in the apparatus and rotated past an opening at rates which are controlled and which vary from 20 to 2800 words per minute. The reverse side of the reading matter contains a comprehension test on which the reader mechanically records his answers by pushing buttons on the machine. Stencils for liquid process duplication of the necessary reading materials are made available. Reading Trainer.

Shadowscope Reading Pacer. An elevated bar projects a moving light on reading materials, thus pacing the reader down the page. Adjustable to varying rates of reading. Lafayette.

Shadowscope Reading Pacer. A moving beam of light guides the reader down the page. The wide range of speed settings easy to adjust. Psychotechnics, Inc.

Skimmer. Projects a moving bead of light down the center fold to monitor skimming or scanning. EDL.

SRA Reading Accelerator. A full shutter is moved down over a single page of reading material at controlled rates, thus pacing the reader's progress. A calculator is available for determining appropriate settings of the machine according to size of type and length of line. Also available in a portable, non-electric model. Science Research Associates.

SVE Speed-i-o-Scope. A tachistoscopic shutter which may be used with filmstrip projectors of certain sizes. Provides exposure speeds from 1/100 to 1 second or longer, and control of brightness of image. Another less expensive model providing shutter speeds of 1/25 to 1/100 is also available. SVE.

SVE Tach-adapter. A device for adapting slide or filmstrip projectors to single-speed tachistoscopic use. Offers 1/25 second exposure. SVE.

Tachistoscope Shadowscope. Combines tachistoscopic practice on filmstrip projection with moving light on reading materials in one device. Psychotechnics.

Tachist-O-Flasher. A manual timing device to be used with any filmstrip projector. Learning Through Seeing.

Tachist-O-Timer. An electronically controlled timing device, for the projection of tachistoscopic materials. Learning Through Seeing.

Tachitron. A near-point tachistoscope for desk use. Training materials on digits, digit squares, jumbled letters and phrases. Lafayette.

Vu-Tach. A near-point tachistoscope with six exposure speeds from 1/100 to 1 second. Franklin Research.

APPENDIX B

EXAMPLE OF SKILLS TAUGHT IN A SECOND READER, SECOND LEVEL

At the second reader, second level, the child continues applying and strengthening his reading abilities initiated in preceding levels. In addition, he is presented with still more skills and vocabulary. The ratio of new words to known words increases, and new forms of known words occur in greater number and variety. The child is called upon to make and apply broader generalizations about the relationship of sounds and letters, as well as making more extensive use of context clues in identifying unfamiliar words. Sentences increase in length and have greater variety and complexity of structure. Narrative and descriptive material increases in amount, while the number of illustrations decreases, thus requiring children to use greater skill in creating imagery and perceiving relationships in ideas. Special attention is given to refining the skills of interpretation and critical thinking. Emphasis on effective oral interpretation continues.

Personal reading at this level is influenced by new and more mature interests. The pupil is encouraged to find and read informational material, stories, and poems to satisfy his own interests, as well as for contributions to group discussions in social studies, health, and science.

He applies and extends the dictionary skills already initiated by means of word analysis and the use of picture dictionaries and is presented still more skills as he works toward independent use of regular dictionaries--an important milestone toward independence in reading and written expression. The additional reading skills initiated through the use of second reader, two, include:

WORK-TYPE

In using more advanced picture dictionaries, realizing the importance of:

Recognizing alphabetical sequence and general alphabetical position.
Identifying root words, particularly those that have been changed before an ending was added; examples: bigger, pennies, and making.
Remembering that some words have more than one meaning and the way a word is used in a sentence helps determine the meaning; examples: "The sun gives light." "The basket is light to carry."
Remembering that meaning clues help in determining the pro-

nunciation of words; examples: "The wind blew." "You must wind the toy."

Remembering that some words sound alike but are spelled differently; examples: to, too, two.

Applying the consonant and vowel rules learned thus far.

Using the dictionary to find out how a word is spelled.

Using some dictionaries to find out how to divide a word of two or more syllables at the end of a line when writing it.

INTERPRETATION

Identifying elements of style--figurative, idiomatic, or picturesque language.

Identifying elements of style--repetition, rhythm, rhyme.

In achieving effective oral interpretation, sensing the need for changes in volume.

WORD PERCEPTION

Developing Ability in Phonetic Analysis

Associating the v sound with the letter v, and noting that when the v sound is heard at the end of a word, the letter v is usually followed by silent e.

Understanding that the letters qu commonly represent the kw sounds as in quick; the letters squ commonly represent the skw sounds as in squawk; and the letter x commonly represents the ks sound as in box.

Extending the understanding that a consonant letter (or two-letter consonant symbol) may represent more than one sound when learning that (1) the letter c may represent the s sound as well as the k sound (ice, corn) and (2) the letter g may represent the j sound as well as the g sound (large, get). Noting that there are clues to the sounds that c and g may stand for:

- The letter c commonly stands for the k sound when it is followed by the vowel letters a, o, or u (camp, corner, cut).
- The letter c commonly stands for the s sound when it is followed by the vowel letters e, i, or y (race, city, Nancy).
- The letter g commonly stands for the g sound when it is followed by the vowel letters a, o, u (gave, got, gun) and when it comes at the end of words (big, hug dog).

- The letter *g* commonly stands for the *j* sound when it is followed by final *e* (*large*, *strange*).

- When letter *g* is *followed* by vowel letter *e* or *i*, the *g* or *j* sound may have to be tried.

Understanding that when the letters *ld* or *ll* follow *o* in a word, the *o* usually has the long sound; examples: *cold* *roll*.

Understanding that when the letters *nd* follow the *i* in a word, the *i* usually has the long sound; examples: *mind*, *grind*, and *find*.

Understanding that when the letters *ea* are together in a word, it is usually a clue to a long *e* sound, but sometimes it is a clue to a short *e* sound. Therefore, both the long *e* and short *e* sounds may need to be tried to arrive at a pronunciation that sounds right in the sentence.

Associating more vowel sounds with their letters and letter combinations:

ou as in *out*
ow as in *how* and *show*
oi as in *oil*
oy as in *boy*
oo as in *boot* and *book*

ew as in *grew*
ue as in *blue*
u as in *put*
u as in *rule*
au as in *haul*

Continuing the use of spelling patterns as visual clues to vowel sounds in one-syllable words and noting that:

- A single vowel letter followed by two consonant letters and final *e* is a clue to a short vowel sound, unless the first of the two consonant letters is *r*; examples: *chance*, *bridge*, and *twelve* (examples of exceptions which are r-controlled: *large* and *horse*).

- The letter *a* followed by one or more consonant letters (other than *r*) and preceded by the letter *w* does not usually stand for the short *a* sound; examples: *want* and *was* (three exceptions: *wag*, *wax*, *swam*).

- The letter *a* followed by *r* and preceded by *w* usually represents the vowel of *corn* instead of the vowel of *car*.

- When seeing a visual clue to a long vowel sound in which the consonant letter *r* is involved, the vowel sound may be r-controlled; examples: *scare*, *chair*, *store* (*stôr*), *board* (*bord*), *near* (*nir*), *cheer* (*chir*), and *wear*,

- The letters ea followed by r may stand for the vowel sound hear in wear, near, or heard.

Using context clues to determine some vowel sounds in order to arrive at the correct pronunciation of unfamiliar words because:

oo may represent the vowel sounds in boot or book
ow may represent the vowel sounds in how or show
ea followed by r may represent the vowel sounds in wear, hear, or learn

Developing or extending the following phonetic understandings:

- The same consonant sound may be represented by different spellings:

f sound in fun, puff, laugh, telephone
v sound in valentine, of
s sound in sit, miss, city
z sound in zoo, buzz, his
k sound in king, come, back, school
g sound in get, egg
sh sound in shut, machine, sure
ch sound in chair, watch
j sound in joke, huge
h sound in hit, who
ng sound in thing, pink

- A consonant letter may represent no sound in printed words such as "write," "answer," "John," "listen," and "thumb."

- Different spelling patterns not listed in preceding levels may represent the same vowel sounds:

oo and sometimes u stand for the vowel of book; examples: good, foot, put, push, pull.
ue, ew, and long u sound in some words stand for the vowel of boot; examples: blue, grew, rule.
al, aw, au, and ou stand for the vowel sound of all; examples: small, saw, caught, thought.
oi, oy stand for the vowel sound of oil and the letters oy commonly stand for this sound at the end of a word; examples: point and boy.

- There are less common or unusual spelling patterns in which the same vowel sound is heard; examples:

Vowel sound of fat in laugh, have
Vowel sound of let in friend, said, says
Vowel sound of it in build, been, give
Vowel sound of up in son, young, does

Vowel sound of book in could, wolf
Vowel sound of ate in they, eight, great
Vowel sound of ice in eye, climb, wild
Vowel sound of oak in oh, both, most
Vowel sound of boot in do, who, through
Vowel sound of saw in ought

- The same spelling pattern may represent more than one vowel sound; examples:

  oo in book, boot
  ea in cream and head
  ear in bear, hear, heard
  ow in now, show
  ule in rule, mule
  ew in few, flew
  o in pond, hold, roll
  i in king, kind
  ash in splash, wash
  ar in arm, warm

Developing Ability in Structural Analysis

Understanding structural changes made to known words by adding endings, suffixes, or prefix not present in previous levels:

Ending	Suffix	Prefix	Means	Example
-en or -n			(1) to make ____	shorten
			(2) to become ____	grown
			(3) made of ____	wooden
	-ly		(1) how	suddenly
			(2) what kind	friendly
	-ful		(1) what kind	useful
			(2) as much as ____ will hold	handful
	-ish		like	girlish
		un-	(1) not	unhappy
			(2) opposite of	unhook

Understanding structural changes made to known words by adding two affixes; examples: care to careful to carefully
sleep to sleepy to sleepily
friend to friendly to unfriendly

Recognizing the form and meaning of contractions with more than two letters omitted:, examples: I'd for I would.

Recognizing compound words made up of one known and one unknown root word; examples: soundproof and snowplow.

Using spelling patterns that function as clues to vowel sounds of one-syllable roots in inflected or derived forms:

- Two consonant letters after the first vowel letter and before the ending or suffix are a clue to a short vowel sound or to an r-controlled one in the root word; examples: stopping and starry.
- One consonant letter after the first vowel letter and before the ending or suffix is a clue to a vowel sound in the root word unless the vowel sound is affected by r; examples: skating, sloped, diner, and staring.

Including Additional Aids in Unlocking an Unfamiliar Word

Advanced picture dictionary
Spelling patterns as visual clues to consonant and vowel sounds.

APPENDIX C

A PARTIAL BIBLIOGRAPHY OF SELECTED REFERENCES FOR A PROFESSIONAL READING SHELF

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Elementary English

The foregoing bibliography and the professional books referenced in the main body of this paper represent a legitimate expenditure of Title One money if reading improvement is a part of the school's project being funded.